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ABSTRACT

The purpose of this practicum was to test the effectiveness of a security training program at Trenton Central High School. A professional, trained security force was necessary to reduce school crime. A training program lasting eight and one-half months was instituted. A pilot study at the end of the training program was conducted comparing the attitudes of security officers, students, and staff at Trenton Central and another secondary school in the district. The results showed that the training program improved relationships among students, staff, and officers and created a professional force. The trained security officers contributed to the reduction in school crime and civil suits against the school. (Author/DW)

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AN ORIENTATION AND TRAINING PROGRAM FOR SECURITY OFFICERS IN AN URBAN HIGH SCHOOL

by John B. Coppola

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Bucks County Cluster
Dr. H. James Ross, Coordinator

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	(i)
LIST OF TABLES	(vii)
ABSTRACT	(x)
INTRODUCTION	(xi)
STATEMENT OF THE PROBLEM	1
CONCEPTUALIZING A SOLUTION	6
DEVELOPING THE PRACTICUM DESIGN	11
The Training Program	14
Job Information	14
Hiring Procedures	14
Salaries and Benefits	15
Chain of Command	15
Personal Appearance	15
Personal Manner	16
Code of Ethics	16
Changing Assignments of Officers	19
Supervision of Security Force	20
Placement of Officers	21
What Constitutes a Post?	22

Page

Profile of a Security Officer 24

Purpose of a Security Program 26

Areas of Security Responsibility. 27

The Security Office 28

Confidentiality of the Officers' Position . 30

Personal Contact with Students 32

Relationship to School Personnel 33

Involvement of Officers in Other Areas. . . 35

Relationship to Teachers. 36

Relationship to Parents 38

Responsibilities and Duties 40

Conduct While on Post 40

Security and Patrol 41

Accident Prevention and Control 45

Inspection. 46

Handling of Injuries. 47

Fire Prevention and Control 48

Reports 49

Public Relations for Security Officers. . . 50

Parking Lots. 52

Behavior During Disturbance Times 53

Information Regarding Aftermath of Riot or Disturbance 55

Page

Methods of Apprehension 56

Handling an Offender 56

Confronting the Student 57

Conducting Searches of Persons 58

Apprehension for Drugs 59

Apprehension for Use of Alcohol 60

Apprehending a Student With a Weapon. . . . 62

Apprehending the Trespasser 63

The Power of Arrest and the Extent of Authority. 65

After Hours Crime 67

Equipment 67

First-Aid Training 69

Instruction 69

Equipment 70

The Training Sessions 71

Role-playing 74

Evaluation. 78

Weekly Meetings Between Trainers and Instructors 85

Adoption of the Program 94

Ascertaining the Required Inputs 97

Manpower. 98

Page

Security Equipment 98

Office Equipment 99

Recruitment of Trainees 100

Training Sessions 100

On-the-job Training 100

Pilot Study 101

EXECUTING THE PRACTICUM 102

SUMMARY OF FINDINGS 155

EVALUATING RESULTS OF A PRACTICUM 160

SUGGESTING FURTHER APPLICATIONS 171

FOLLOWING UP 173

APPENDICES 175

Index of Appendices 176

BIBLIOGRAPHY 241

LIST OF TABLES

Table		Page
1.	Attitudes Toward a Training Program . . .	103
2.	Attitudes Toward Planning a Training Program	104
3.	Attitudes Toward the Need for Security Training	104
4.	Characteristics of a Good Security Program	105
5.	Subjects to be Included in a Program. . .	107
6.	Attitudes Toward Number of Security Officers	108
7.	Attitudes Toward Salaries	109
8.	Attitudes Toward Requirements	110
9.	Attitudes Toward Job Performance	111
10.	Attitudes Toward School Infractions and Crime	112
11.	Attitudes Toward a Uniform	113
12.	Attitudes Toward Power of Arrest	114
13.	Attitudes Toward Carrying a Weapon. . . .	115
14.	Attitudes Toward Improved Relationships .	117
15.	Attitudes Toward Special Training	119
16.	Points to be Included in a Training Program	120

Table		Page
17.	Attitudes Toward Number of Security Officers	121
18.	Attitudes Toward Power of Arrest	122
19.	Attitudes Toward Carrying a Weapon	123
20.	Attitudes Toward a Uniform	124
21.	Attitudes Toward a Good Training Program	126
22.	Attitudes Toward the Former Security Force - Students at Trenton Central	127
23.	Attitudes Toward Security Force - Students at School B.	128
24.	Attitudes Toward Positive Aspects of Security Force	129
25.	Attitudes Toward Security Officer Performance	130
26.	Attitudes Toward School Infractions and Crime	131
27.	Attitudes Toward Raising Standards	132
28.	Attitudes Toward Nature of Security Officer Position	133
29.	Attitudes Toward Changes in the Security Force	134
30.	Attitudes Toward Proposed Changes in the Security Force	135
31.	Attitudes Toward Special Training	137
32.	Points to be Included in a Training Program	138

Table		Page
33.	Attitudes Toward Number of Security Officers	139
34.	Attitudes Toward the Power of Arrest	140
35.	Attitudes Toward Carrying a Weapon	141
36.	Attitudes Toward a Uniform	142
37.	Attitudes Toward a Good Training Program	143
38.	Attitudes Toward the Former Security Force - Students at Trenton Central	144
39.	Attitudes Toward Security Force - Staff Members at School B	145
40.	Attitudes Toward Positive Aspects of Security Force	146
41.	Attitudes Toward Security Officer Performance	147
42.	Attitudes Toward School Infractions and Crime	148
43.	Attitudes Toward Raising Standards	149
44.	Attitudes Toward Nature of Security Officer Position	150
45.	Attitudes Toward Changes in the Security Force	152
46.	Attitudes Toward Proposed Changes in the Security Force	153

ABSTRACT

The purpose of this practicum was to test the effectiveness of a security training program at Trenton Central High School. It was necessary that a professional, trained security force be created so that school crime could be reduced. A training program lasting eight and a half months was instituted. A pilot study at the end of the training period was conducted comparing the attitudes of security officers, students, and staff at Trenton Central and another secondary school in the district. The results showed that the training program improved relationships between students, staff, and officers and created a professional force. In addition, the trained security officers contributed to the reduction in school crime and civil suits against the school.

INTRODUCTION

The nation's schools, from elementary level to college level, for years have been facing problems of school crime and violence. These crimes are not just acts of vandalism, but serious crimes such as robberies and assaults on teachers. Clearly, there is a need for security to protect school property and population.

At Trenton Central High School in Trenton, New Jersey, school crime necessitated the hiring of security officers. However, these officers performed poorly and achieved few results in combating crime. It was thought that the security officers should be trained in a training program that would inform them of their duties, rights, and responsibilities and those of the rest of the school population. In addition, it was hoped that the training program would create a professional security force that would command the respect of students and staff.

The training program was conceived and implemented in August, 1974 and extended through April, 1975. The

program involved college educated professional heads of security who assisted in the supervision and implementation of the program. The program included sociology, psychology, community relations, narcotics training, legal statutes, crowd and riot control, self-defense, methods of handling such crimes as assault and battery, rapes, etc., and methods of dealing with flights, thefts, minor infractions, and student assembly.

The recruitment for the position of security officer was to be somewhat similar to recruitment for the police department. Ten men were selected for the training program through a process that involved written examinations, physical and psychological examinations, character references, and personal interviews. Two or three months of classroom training were considered sufficient before on-the-job training. After one month of this on-the-job training, the recruits were tested and evaluated by the security team and other school personnel. The reduction of crime was the chief criterion.

In April, 1975, at the end of the eight and a half month training program, a pilot study was conducted to compare attitudes toward a security force; another secondary school in the district was chosen. The sample was composed of ten security officers, ten students, and twenty staff members from each school.

The results of the study showed that the training program contributed to better relationships between students, staff, and officers. The training program not only improved relationships and commanded respect, but succeeded in reducing the incidence of school crime and school infractions. The training program was considered a success; the other school suffered an inadequate, ineffective security force.

STATEMENT OF THE PROBLEM

School crime is a nationwide phenomenon. These acts of crime involve assaults on teachers, crimes involving narcotics, robberies, assaults on students, weapons offenses, burglaries and larcenies, vandalism, and a whole host of several other violations of the discipline code. These are problems that most urban schools are facing, from elementary level to college level.

A National Education Association survey in 1973 compared crime statistics with 1970 and found that in-school assault and battery was up 58%; school robberies were up an astounding 117%; sex offenses were up 62%; and drug problems were up 81%.[1]

Trenton Central High School is a large urban high school in Trenton, New Jersey. It has a school population of over three thousand students with an ethnic

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[1]Joseph I. Grealy, "Safety and Security in the School Environment," Security World, Vol. 11, 2 (January 1974), p. 17.

composition of 85% black students, 10% Hispanic students, and 5% white students. The school is a microcosm of the community; these ethnic and racial groups come from many different socioeconomic backgrounds.

In recent years, the school, like so many urban schools, has been plagued by racial riots, disturbances, and community pressures. During the 1973-1974 school year, the police made 26 arrests of students who were 18 years of age and older; most of the other cases dealt with juveniles. These arrests were made for various crimes; statistics for the year showed: 58 narcotic cases involving marihuana, cocaine, and barbiturates; 46 trespassing cases; 15 larceny cases; 100 assault and battery cases; 8 robberies; 12 breaking and entering cases; 15 bomb scares; 54 loitering cases; and 15 weapon cases.[2]

Clearly, there was a need for security and security officers to stabilize the social and criminal unrest. But either the lack of funds or the lack of

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[2]Trenton Police Department, Trenton, New Jersey.

cognizance of the seriousness of the situation resulted in the hiring of only twenty security officers for a school population of over three thousand.

In addition to the insufficient number of security officers, the quality of the officers and the program was inadequate. These officers were not properly educated or trained to handle school problems. They had little knowledge concerning the handling of offenders and school disturbances. They lacked professionalism in their attitudes and appeared to be uninvolved with their jobs. They lacked authority and the power of arrest and seemed to be no more than cardboard figures of authority. In short, they had little idea of how to handle emergency situations because they were not properly trained.

Some of the most common complaints about the security officers were that they were flirting with the students; were not on their posts but were found grouping on posts and socializing; some were found smoking marihuana or drinking on the job; they took too much time to respond to a call; were late for duty; were lazy

and lacked spirit; and were not displaying professionalism in behavior or attitudes.

Clearly this situation had to be rectified if the problems of crime in the school were to be kept to a minimum. There was a need for creating a professional program for security officers. The officers must be educated and trained to better protect and help students and staff. They must know what duties are expected of them, what their limitations are according to the law, and what their role means to the school.

Security officers must come up to and maintain professional standards. Their training should include: narcotics training, community relations, psychology, law, self-defense, rights and laws effecting juveniles and school disciplinary procedures. There must be a clearly defined code of ethics that will bind the officers to their duties and roles.

In addition, the program must be continually evaluated to measure its effectiveness and adequacy. The

program should involve a total of some eight and a half months of training. Officers will be evaluated during the entire training period as well as while performing their duties.

CONCEPTUALIZING A SOLUTION

The purpose of this study was to orient and train security officers who were assigned to Trenton High School. As a practicum it hoped to achieve a better security force which could better handle crime and other disciplinary situations. The training program was created and implemented during an eight and a half month period. It was a security program tailored to meet the needs of this urban high school, but could be effectively transferred to any urban high school.

The program involved college educated professional heads of security who assisted in the supervision and implementation of the program. The program would involve:

1. A minimum of a high school diploma for trainees.
2. A salary commensurate with duties performed.
3. An extensive training period.
4. Monthly testing and evaluation of trainees.
5. A code of ethics and behavioral standards.

Training and education for the job would include:

1. Sociology and psychology to deal with social problems, irate parents, uninvited visitors to the school; students coming to officers for advice, and school personnel.
2. Narcotics training.
3. Community and public relations.
4. Laws dealing with juvenile offenders, trespassers, and drug cases.
5. Understanding and enforcing the weapons code.
6. Crowd and riot control.
7. Self-defense.
8. Methods of handling serious crimes such as assault and battery cases, rapes, etc.
9. Methods of dealing with fights, thefts, minor infractions such as student identification or assembling of students in halls.

Specific items to be covered in the training are:

1. Hiring, firing, and application process.

2. Supervision of officers.
3. Assisting other officers.
4. Placement of officers on posts.
5. Placement of officers during a crisis period.
6. Changing assignments of officers.
7. Reports--writing of and procedures.
8. Methods of apprehension.
9. Dress of officers.
10. Relationship to students, school personnel, and the public.
11. Conducting searches of persons and lockers.
12. The confidentiality of the officer's position.
13. Protection of students.
14. Following up complaints.
15. Supervision of school parking lots and cars.
16. Drug abuse; the pusher and the buyer.
17. The use of forms.
18. The chain of command.
19. Salaries and benefits.

20. Working with the school nurse and the discipline office.
21. The irate parent, the irate teacher, and the irate and frustrated security officer.
22. Extent of authority and the power of arrest.
23. The establishment of a watchdog committee within the ranks of the officers.
24. First-aid training.
25. Ratio of officers to students.
26. The involvement of security officers in other school areas: writing the discipline code, etc.
27. Should officers be special police also?
28. After hours crime, such as breaking and entering.
29. A proposed budget of salaries and equipment for an adequate security program.
30. The security office and its use.
31. Use of walkie-talkies and other forms of communication.
32. Handling alcohol cases.
33. Confronting the student.
34. A code of ethics.

This program would create a professional security force that would both be security oriented and sensitive to youth and the school community. Security officers would be dressed in blazers or in some kind of soft, conservative uniform to allay any anxieties the school or the community has about them. Moreover, the lack of a weapon would assure the school and the parents that prevention of crime and the safety of students and staff were the prime concerns of the officers.

Security programs have come under attack because they resemble prison guards using outmoded tactics. This image of a security force is one that must be removed if security officers are to perform their duties. The program and training proposed would hopefully remove this image and provide a positive atmosphere for the officers for their work.

DEVELOPING THE PRACTICUM DESIGN

The recruitment for the position of security officers would be somewhat similar to recruitment for the police department, that is, the use of written examinations, physical and psychological examinations, character references, etc.

Advertisements for the training program would be placed in local newspapers, namely the Trenton Times and the Trentonian, and also within the school for students who were graduating. All interested persons would be asked to send for or pick up an application. All applications that appear to fulfill requirements would be considered as potential recruits. These people would be contacted by letter requesting them to take a written examination at a specific date and location.

After the examinations have been evaluated by the head of school security and coordinator of security for the district, qualified persons will be asked to have

personal interviews, physical and psychological examinations. Only 10 persons will be initially selected for a pilot program. After the 10 persons have been selected, they will undergo training by school officials, security men, and the local police force.

Training began in August 1974 so that the officers could begin their probationary period when the fall school term was just beginning. Two or three months of classroom training could be deemed sufficient for on-the-job training. After one month of this on-the-job training, which would be some time in October, the recruits would be given a test by the various training officials and an evaluation report by an observing team selected from the school personnel.

If these 10 men appear to satisfy the training officials and the observing team, they will be given another month of experience and testing. This procedure could continue until the training officials feel the recruits are either ready for the job or more training in the classroom. The training period could cover some

six months with the last three months spent in the school as on-the-job training.

After this period, the recruits will be ready for an evaluation regarding their elimination from the program or their selection. During training the recruits will be given a salary; after completion of training their salary will be increased to the level of a full-fledged security officer according to union regulations.

Trainees will be given monthly tests and evaluation reports by a "coach" (a qualified security officer) to measure their achievements and progress. Any trainee who does not measure up to the standards of the program should be eliminated.

On-the-job training will be accomplished as soon as possible. It is felt that the sooner the officer begins actual security work under the direction of a coach, he will receive experience applicable to the training sessions. The actual experience would then reinforce the classroom and other means of training.

During the entire practicum period of the eight and a half months, training sessions shall be held frequently. Sessions will be held as needed with at least one session every two school weeks. These are to be considered general sessions. During the interim period, trainees and their coaches will apply the training learned and will meet weekly with instructors to report on incidents and solutions used to handle the incident.

The Training Program

Job Information - To Be Taught by Security Officials

Hiring Procedures. [See Job Description in Appendix]

1. The interview will be conducted by the Coordinator of Security for the Trenton School System and the Head of Security at Trenton High School. The psychological and physical examinations will be supervised by the respective departments. The interview will take place only after character references and the

basic applications have been reviewed by the above mentioned personnel. [See Appendix]

Salaries and Benefits.

1. Salaries are based upon a yearly 10-month salary--the recommendation is $6,000. Vacation and sick time benefits are the same as the teaching personnel.

Chain of Command. [See Tables of Organization in Appendix]

1. When a security officer has a problem, he must go directly to the Head of Security at Trenton High School. In the event that he is unavailable, the security officer will go to the sergeant of the force. School administrators and other security officers will also be available for consultation

Personal Appearance. [See Appendix]

1. Every security officer is to be neatly dressed and properly groomed. Proper attire creates a favorable impression upon faculty and students.

2. Uniforms will consist of a soft and attractive blazer in the school colors which are red and black. An emblem will be given to each officer to sew over the lapel of the blazer.

Personal Manner.

1. Courtesy and politeness are of extreme importance on the part of all security officers. Harsh or profane language will not be allowed because it is unprofessional and will invite a retort in kind. Profanity at any time is inexcusable regardless of the provocation and will not be tolerated.

Code of Ethics. [See Appendix for Personnel Policies and Practices]

1. The morality of a security officer must be above reproach. Since his work involves close association with youth, all of his actions are under scrutiny. This includes not only his conduct in school, but also while off duty. High school students usually relate well to security officers and since there is opportunity for frequent association between the two, the security officer must present himself as an example for youth.

2. In urban high schools where drugs, alcohol, and forms of crime are experienced, the security officer must be that figure which stands out as a straight, moral individual.

3. In some unfortunate instances, it is discovered that a security officer has been permitting students to bring alcohol into the school or has even been selling drugs to the students. This type of officer usually does not last too long. Eventually some student will quietly report him to some authority.

4. Associating with students must not be overdone, particularly with students of the opposite sex. High school students sometimes take to a friendly adult quickly, especially one who commands respect and authority. Officers should be friendly and helpful always to everyone; however, holding conversations and even walking with students can be detrimental to the job performance of the officer and the image and reputation of the entire security force. An officer should be friendly with all and still be able to retain the ability to say "NO" to a student.

5. While on duty, no officer is ever permitted the use of alcohol. And, he must never come on the job with the odor of alcohol on his breath. Obviously, this is not the ideal condition when working with youth. This would be setting a poor example. If the students are expected not to smell of alcohol in school, then the adults who are guiding them and supervising them should not.

6. A security officer must be professional at all times. In addition to dress and appearance, his manner and method of accomplishing his duties must be of the very finest. Consideration and respect for another and his position whether as an employee or student must be given.

7. A security officer must function and perform in a calm manner. An alarmist on the job is deadly in a high school situation where a spark can set off a disturbance and cause panic.

8. Students must be given respect if respect from them is expected. Students often complain that the officers yelled at them or used harsh, insulting words to

keep them in line. This manner is unsuitable; only a calm and respectable manner will do.

9. Some security officers work as special police during off hours and this type of work often influences their methods and actions in the school force. Often these officers forget that they are in a school setting and act as though they were on the streets, threatening students with arrest. Students will quickly learn that an officer cannot do what he has threatened and this will only weaken an officer's position and lose respect for him. "Playing cop" is not the role for a security officer, protecting and supervising is. Students are more apt to cooperate with an officer when he is not asserting authority he really does not have.

Changing Assignments of Officers.

1. The Head of Security makes and changes all assignments. A security officer can be changed for the following reasons: you are needed elsewhere; your present post no longer requires a security officer; your performance at this post needs improvement; or your

removal to another post is an effort to develop your competency.

2. To request a change from one post to another is a serious one. Such a request can only be granted for very special reasons. Usually such requests are denied unless the security officer shows inability to handle his present assignment or has a physical disability making his attendance at the post difficult. An example would be an officer being assigned to the third floor having just recovered from surgery. Thus, walking up three flights of steps would be difficult and the post would be changed.

3. Changes of posts are made infrequently. However, it can be done to enhance an officer's experience. For example, one month this officer may be assigned to cafeteria patrol and the next month he may be reassigned to patrol the parking areas.

Supervision of Security Force.

1. The Head of Security supervises daily by periodically checking an officer's post and the

immediate area. This will be done at least twice a day. And, it will be done openly, no attempt will be made to furtively watch or "spy" on an officer's conduct.

2. The object of supervision is to assist the officer in whatever way possible. The school administrator assigned to act as liaison to security will also supervise but the immediate supervisor is the Head of Security.

3. "Snoopervision" is considered unprofessional conduct and is not the method of the supervisors. If anything negative is found during the supervision, a conference between the officer and the supervisor will be scheduled shortly thereafter. This will be done in private and is accomplished in a positive way, not in a punitive way.

Placement of Officers. [See Appendix]

1. The Head of Security assigns security officers to a particular post because it is believed that in his judgment a particular officer will function best and perform well at this particular post.

2. In the event that difficulties arise from a particular assignment, the officer will consult with the Head of Security.

3. A particular area is designated as a post because it meets one of the following requirements: there is considerable traffic passing through this area; it is a dangerous area; the area often gets crowded and needs traffic control; it is a hidden area and adult supervision is needed to prevent crime, smoking, etc.

4. An officer can never leave his post unless he is authorized to do so. During an emergency, the officer may assist another officer if his aid is requested. The assisting officer must then notify the security office he is leaving his post to help another officer.

What Constitutes a Post? [See Appendix]

1. A post is a vital area demanding security in the interests of the school, its students, personnel, and property.

2. A post is a major entrance or exit area requiring the supervision of a security officer.

3. A post is a place of assembly requiring the supervision of a security officer.

4. A post is a place of high visibility requiring the supervision of a security officer.

5. A post is a previous trouble spot requiring the protection and supervision of a security officer.

6. A post is a high pedestrian area requiring the protection and supervision of a security officer.

7. A service post is a post for giving information and checking student passes.

8. Basically there are two types of posts:

a. A fixed post - an officer assigned to this post remains where he is and does not move around.

b. A floating post - an officer assigned to this post moves around in a general area and is responsible for the supervision and protection of a large area.

Profile of a Security Officer.

1. It takes a special kind of person to be a security officer in an urban high school. Being a security officer takes a great deal of patience and understanding. It very often seems that the work is never done and students are getting worse.

2. Urban high schools are microcosms of urban cities. Thus, there are ethnic and racial groups that come together, often causing tensions and frictions. Getting support from the discipline office can often be difficult. Getting support in certain legal cases against a student can often be difficult, especially if race is made an issue. Sometimes students have been let go and escape punishment because the philosophy of the school and the discipline office can be too liberal and too lenient. So, a security force can become disenchanted with the task of apprehending students because officers can believe nothing will be done about punishing the students. This feeling must not be allowed to take hold. In such cases, meeting with the Head of Security and the school principal may be very helpful. It is a wise

practice to document the case exactly as it happened. Witnesses can bolster a case and often the student's own admission will support the officer's testimony. If one or more officers handled a case together, their combined testimony will be respected.

3. Everyone complains on his job; it is part of working. The security officer is no different; often he is an irate, frustrated person. Some of the most common complaints from officers are that they work too much for such a low salary; nobody cares or helps them; they are the objects of much criticism; they are not fully appreciated; they are continually being underrated; or they believe they have no real authority. The constant complainer does not belong on this or any other security force. If he constantly complains, he may very well be in the wrong job. If a security force is well trained and is composed of people who care about their responsibilities and who share a sense of pride in their work, the job will be more rewarding to each and every officer.

4. However, this is not to say that there are no legitimate complaints from security officers. But, a

well-coordinated security force composed of mature, well-trained officers can work out any problems. The resources of the school are available to officers: the head of security, the teachers, the principal, and other school personnel are always there to help. An individual officer can often cause friction and lower morale. But, the other officers must overcome this and work together toward the common goal of protecting the school and all the people in it. The personal satisfaction that comes with achieving this goal makes all efforts worthwhile.

Purpose of a Security Program.

1. Security programs in schools often raise the ire of some groups within the community. Having any security personnel in a school is a controversial issue in some communities. The following criteria influence the institution of a security program:

a. The socio-economic background and conditions of the community.

b. A history of disturbances in the school.

c. The rate of crime and infractions in the school.

d. A problem with the safety and welfare of the students and school personnel in the school.

e. The extent of vandalism in or on the school property.

f. The geographic location of the school, specifically its location in a high crime area which can expose students to drugs, personal bodily harm, etc.

g. A problem with trespassers in and around the school.

2. The security officers at Trenton Central High School have the responsibility of assuring the protection and safety of members of the student body, members of the staff and faculty, and any person having legal access to the school. It is their duty to protect the property of the individual, as well as the school, against such things as carelessness, negligence, malicious mischief, disturbances, and fire.

Areas of Security Responsibility.

1. Security at Trenton High School involves five general areas:

a. Students

b. Faculty and staff personnel

c. Visitors (the public)

d. Property

e. Parking

2. Security is control and protection. Security problems are caused by individuals, therefore security must regulate and control people for the protection of all.

The Security Office. [See Appendix]

1. The security office, like all other offices, is a professional place of business. A security office is usually one of much activity and additional noise and confusion which may be unnecessary should be prevented. An officer should be in the office only if absolutely necessary, that is, for some activity such as signing in or out of the building, escorting a student to the office or answering a call from the office. The telephone is not for personal use and due to the nature of the office, lines should be kept open as much as possible. Only two lines are recommended for office

use. In emergency situations, use of the phone is vital and having only one line could hamper important procedures.

2. Since the office is a professional place, it should never be used as a lounge or hangout.

3. The filing system in the office should be kept orderly and all records must be treated in a confidential manner. Any cases involving officers, student discipline, students' names, addresses and class schedules as well as accident reports, time sheets, photographs, and various other reports should be kept under lock and key. A special metal cabinet with lock should be provided for any confiscated material. Confiscated materials as well as other equipment should be inventoried. Confiscated materials should be turned over to the police as soon as possible.

4. Either the office secretary or the head of security can provide information from the files to the security officers. Such information should only be shared if there is a genuine need for officers to know about it. For example, the name and description of a

repeating marihuana offender may be good information for all security officers, but confidential information regarding emotional problems of the student may not be in the best interests of the security officer or anyone else not trained to interpret the information.

Confidentiality of the Officers' Position.

1. In large urban high schools, rumors of impending gang wars or riots are always checked out; however, it is a procedure which must be done quietly, quickly, and calmly. Usually officers can identify those students who can provide valuable information regarding such matters.

2. The head of security will direct certain officers to evaluate the situation and make recommendations. Information which is gathered is shared immediately with the principal and community relations office if necessary. In most cases, the rumors will show up to be what they truly are--rumors. In some instances, instead of the large disturbance which is rumored to occur, a lesser incident will take place.

3. All incidents in the school are treated confidentially. Names, addresses, ages, and infractions are all private information, not open for public discussion, publication, or broadcast. All inquiries from students, teachers, or other school personnel should be directed to the security office. The officer should make no attempt to answer questions regarding actual or rumored events.

4. The head of security is the only authorized person to speak publicly and he must do this through the office of the principal. Parents who call the security office wanting information must be referred to the head of security.

5. In the event of an actual riot or school disturbance or even if tension is high due to a rumor, the school system would set up a special rumor number for the people in the community to call. This special number made available to the public would hamper the flow of false information and nip the rumors in the bud before they have a chance to arouse public fear. A

call to the school would inform the caller of correct information and thereby reduce fear and suspicions.

Personal Contact With Students.

1. Security officers are to have no physical contact with any student. Contacts should be of a courteous, verbal request and, if the student resists this effort, follow him or her to the classroom to determine the identity of the offender. The security officer will report incidents to the discipline office.

2. Physical force or threats are not to be used against any student. Of course, in case of an assault against the security officer, he is permitted to defend himself. A security officer should avoid confrontation with a student, and should always contact the discipline office prior to any nonemergency action.

3. Security officers must use proper language when dealing with students, staff members, and visitors. "Young lady, young man, ladies,

gentlemen," are terms that seem acceptable to most and bring a favorable response.

4. Security officers must avoid fraternization and social contacts with students. It is a recognized fact that an officer cannot deal effectively or perform his security duties if he is too familiar with the students.

5. Security officers are not to enter any classroom except at the request of the classroom teacher in cases of emergency; or, in the absence of a teacher, when an emergency arises. The classroom teacher has the sole responsibility of classroom discipline. If vital assistance, however, is requested of a security officer, it is incumbent upon him to assist the teacher.

Relationship to School Personnel.

1. Working with nurse - the nurse is located in the back hall of "D" building. In addition to handling emergency situations, she also handles physical examinations, excuses for physical education, health

records, etc. It is a busy place. In the event that a student has been assaulted or is in need of medical assistance, a security officer should accompany the student to the nurse's office. It is sometimes important for an officer to stay in the nurse's office to keep order if many students are there. Security officers will have a basic knowledge of first-aid during training. Also, security officers will be informed of the legal implications of dispensing aspirin or any medicine themselves.

2. The discipline office - the main discipline office is in the "A" building. There are also other discipline offices in the "B" and "C" building as well. It is the job of these offices to interpret and administer the discipline code. This can mean giving the student ADVICE or calling in parents, suspending the student or even recommending the student for expulsion. Because of the nature of these offices, a security officer will sometimes have to remain in attendance in these offices if there are many students there. If a fight is brought into any of these offices, it is recommended to keep the

combatants separated. [See Appendix] It is important that a security officer who brings a student to the discipline office have a legitimate complaint against the student. The discipline office must administer a discipline code which has been approved by the board of education and is in line with state school law and students' rights. Suspensions and recommendations for expulsion must be made within those prescribed areas. No officer should ever "demand" that a student be suspended or ever recommend the remedial action which is the responsibility of the discipline officer. It is the principal of the school who has the ultimate authority according to state school law; he is the one responsible for all that occurs in his building. Thus, no security officer should ever circumvent the office of the principal.

Involvement of Officers in Other Areas.

1. Security officers usually don't attend regular faculty meetings, but do hold meetings of their own. However, in order to maintain good communications, an officer or two can be assigned to a faculty meeting to

keep up with developments and changes which may take place. Students often approach officers for advice and counsel on a host of subjects, including personal problems. Often the officers or the security problems in the school are published in the school newspaper. The yearbook contains pictures of all the officers. Officers can be assigned to various school-sponsored functions or can be invited to meet and get acquainted with the student body at such functions as dances, graduation, bake sales, car wash, student government meetings, etc. Officers can learn more about the discipline office by merging meetings of both the security staff and the discipline staff.

Relationship to Teachers.

1. Teachers are not superhuman; they can have frustrations and temper outbursts just like any other human being. Generally, they are considerate, respectful and helpful, but they can also get upset with students who can disrupt a classroom. A teacher handles about thirty-five students in one room at a time. If there are two or three discipline or security problems in the

room at the same time, it can get very rough for the teacher. The security officer can be most helpful to a teacher; each officer should do his best to give proper and complete service to a teacher. If a student must be removed from a class, there should be no delay. If a teacher summons help, a security officer should go to her immediately. Problems for teachers can often mount and the security force often feels the brunt of a teacher's frustration.

2. The security force is very often thought to have the power and ability to eliminate all school problems--this is an unrealistic expectation. Security officers have to learn to live with these criticisms and expectations. If a teacher speaks harshly to a security officer, don't argue with her; learn to take it calmly. Just know your job and do your job. If a certain teacher and an officer are not working together, it could be a good idea to sit down together with the head of security and her department head or the principal. There is frequently considerable misunderstanding as to the extent of work that both have. The

duties and responsibilities of the security officer have to be explained carefully to this or any other teacher, so that there is no confusion about duties performed by officers.

Relationship to Parents.

1. Parents naturally defend their children; it is to be expected. A security officer must be respectful and patient in the face of a parent's anger. A security officer must not lose control of himself or become emotional. Meeting with a parent will take place in the presence of the head of security. When a parent is called to the school because a child has been suspended or arrested, his natural reaction is to defend himself and his child. In many cases, the parent is so embarrassed that he makes excuses. In other cases, the parent can lack respect for the school and authority in general. This is often why some of the students are disrespectful. A security officer must understand this; whatever the case, the officer must be polite and respectful and refrain from argument.

2. The security officer must state the facts as he sees them. An objective discussion is a must and no remarks that are prejudicial or bigoted must be made. The officer's remarks must be brief and to the point. An officer must not be put off by a parent's remarks, such as, "Not my child, you provoked him into doing it," or "Who are you to touch him anyway; I'll sue you, what right do you have?" These are common phrases which are used, born from anger and frustration with the child or even society in general. The officer must try to understand this. He must try to keep cool.

3. The head of security is an officer's superior. In cases such as these, he should be relied upon to answer the parent. He is experienced and knows how to deal with irate parents. The officer should observe him and listen to his method of dealing with parents. He can learn a great deal from him. Provoking an argument with a parent solves nothing and destroys the image of a security force. Only a reasonable, respectful, calm attitude will do.

Responsibilities and Duties--To Be Taught by Police and Security Officials

Conduct While On Post.

1. With the approval and advice of the principal in charge of Trenton Central High School, the Head of Security shall designate posts that should be covered by security officers.

2. Security officers will remain at their assigned posts and are not to move into other areas where not assigned.

3. A security officer on duty is charged with, but not limited to, the following responsibilities:

a. Being alert for fire, accidental or willful damage.

b. Making certain that the buildings are secure (closing doors and windows).

c. Looking for unusual conditions.

d. Seeking unusual sounds and investigating them.

e. Investigating the source of odors which are unusual and which might be identified with danger.

f. Reporting damage discovered (during tour of duty) and submitting a written report.

g. Periodically checking fire exits and reporting defects immediately.

h. Being alert in parking areas to safeguard the cars of employees and visitors.

i. Screening visitors and determining their identity when they enter a building.

j. Checking passes of students. If necessary to leave his post for any legitimate reason, the security officer must inform nearest security officer of his intention to leave post as well as his whereabouts. The second security officer will then cover the area until his return.

Security and Patrol.

1. From experience it has been found that a patrolling security officer is much more effective than one who remains at a fixed post. Security officers,

unless assigned to a fixed post, must constantly patrol their assigned areas. Avoid set patterns of patrol which might enable students to anticipate where the security officer will be at a certain time.

2. Security officers are not to sit in chairs in school corridors. All security officers must be on duty during the entire lunch period and are to eat either before or after the lunch period. Lunch periods must be approved by the Head of Security.

3. The security officer shall acquire a thorough knowledge of the school where assigned to discharge effectively his security duties. He must be familiar with lavatory locations as well as service and maintenance areas. He shall be familiar with all exits, fire alarm boxes, and fire extinguishers. He must acquaint himself with the location of the nurse's office.

4. The security officer must be familiar with the areas of responsibility in the school to which he is assigned. He must acquire a knowledge of student

routines and activities. The security officer shall obtain a list of class schedules and shall always be in the hallways during change of classes.

5. Security officers shall always be alert to any unauthorized person being in the school building. If an intruder is discovered in the school building, he shall be immediately taken to the security office.

6. In the event of a physical altercation, the security officer shall move in quickly and suppress the fight with a minimum of physical force. Persons involved in the fighting shall be immediately taken to the security office.

7. As a part of their security duties, security officers will assist faculty members in the school cafeteria and should be alert for the following:

a. Trespassers.

b. Presence of a suspended student.

c. Horseplay on the part of students.

d. Verbal altercation which may subsequently result in a fight.

e. Students bringing in alcohol or drugs.

f. Gambling.

g. Students cutting classes and loitering in the cafeteria.

h. Possession of knives or guns or other weapons.

8. Security officers should also assist faculty members in having students vacate school buildings after their school dismissal. After school dismissal, security officers should check their areas of responsibility for loitering students; check all student lavatories, all empty classrooms, and check for property damage which immediately should be reported to the school principal and custodian.

9. Security officers assigned to the school parking lots should personally check all vehicles entering the school parking area. All students and visitors must be personally checked and identified at this post. The guard house is to be used for shelter purposes only. To be effective at this post, the security officer

at all times must be in sight of persons entering or leaving the parking area.

Accident Prevention and Control.

1. Accident prevention is everybody's job and particularly that of the security officer. It is part of his responsibility to observe and report accident hazards, and to warn people concerning such hazards.

2. The following are some of the conditions for which the security officer should be alert:

a. Wet floors.

b. Holes or defects in floors.

c. Lights out of order.

d. Improper storage of flammable liquids and highly flammable materials.

e. Material obstructing lobbies, corridors and stairways which might be a tripping hazard or impeding the emergency evacuation of the school building.

f. Fire extinguishers blocked by furniture or other material.

g. Objects (flowerpots, etc.) on window sills and ledges where they might fall and cause injury.

h. Broken windows.

i. Extension cords or loose wiring, "low hanging" or across floors.

3. All unsafe conditions when detected shall be reported to the custodian. When the condition is one of emergency, the security officer shall notify the custodian supervisor orally as soon as possible.

Inspection.

1. During each tour of duty, the security officer must be alert to seek out and detect fire hazards and to extinguish small fires. He shall look for evidence of tampering with fire protection equipment.

2. He must be alert to theft of school property and property of faculty, as well as that of students.

3. Security officers will check passes for proper identification. He will check lavatories

against smoking and fires. He will be alert to gambling on school premises as well as to manifestation of special misbehavior of students.

4. Security officers will also concern themselves with students bringing into school and having in their possession: alcohol, weapons of any type, drugs, and pornography.

Handling of Injuries.

1. If a person has had a fall and appears to have a head injury, leave the individual where he is; make the person comfortable and immediately call the nurse's office advising her exactly what the symptoms are. This information is necessary so that the nurse may bring the necessary equipment with her to examine and treat the patient.

2. In case of an epileptic seizure, leave the individual where he is, and place a wadded handkerchief in his mouth to prevent him from biting his tongue. Call the nurse's office and strive to keep other persons away from the stricken individual.

3. If severe bleeding occurs, apply pressure on pressure points of the body. Request that an urgent call be made to the school nurse advising her of the accident and its nature.

4. In other types of injury cases, take the injured person to the nurse's office, secure brief details of the incident and immediately advise the Head of Security.

Fire Prevention and Control.

1. One of the most important duties of a security officer is the protection of life and property against loss or damage by fire. Security officers must be alert at all times to discover fires and fire hazards and be able to act effectively in any fire emergency.

2. As a minimum requirement, it is necessary that a security officer be familiar with:

a. Building layouts, including location of stairs, rooms, special hazard areas, and closets.

b. The location of alarm boxes on each floor.

c. The location of fire extinguishers.

d. Conditions that might result in a fire.

e. Method of extinguishing minor fires.

f. Whom to notify in case of emergency.

3. In event of a fire you are to assist in the safeguarding of students and faculty by evacuation of students and excluding all unnecessary persons from areas which are deemed dangerous. The Head of Security, as in all emergencies, is to be immediately notified.

Reports. [See Appendix]

1. Security officers are to record each incident of any significance in which a student is taken to the discipline office or which is of vital interest to the Head of Security.

2. In recording record of an incident, keep in mind:

a. Who did what? List name and homreroom number.

b. What did student do? Describe the incidents.

c. When did he or she do it? Date and time.

d. Where did he or she do it? Exact location of the incident.

e. Why did he or she do it? If reason is known, state reason.

f. How did he or she do it? The complaint and report completed by you is to be furnished to a member of the disciplinary staff and a copy to the Head of Security.

Public Relations for Security Officers.

1. There are eight positive attitudes which a security officer should show:

a. Use courteous words instead of sharp retorts.

b. Smile and be polite.

c. Be responsive instead of being indifferent.

d. Be attentive--have patience.

e. Be helpful--don't hinder.

f. Show enthusiasm--don't be dull.

g. Act promptly--don't delay. Delaying implies laziness.

h. Maintain a friendly attitude with students, but at arm's length. A security officer must remain aloof, but not distant. Remember, "familiarity breeds contempt."

2. There are four things a security officer should avoid:

a. An overbearing attitude.

b. An unpleasant tone of voice.

c. Failure to be pleasant.

d. Careless or shabby dress.

3. As a security officer, one must exert tact, but combine it with firmness in enforcing regulations of the school. For a security officer to be successful, he must blend a sympathetic understanding with firm enforcement. He must realize that he is dealing with students from the ages of fifteen to twenty. Some of these students may be antagonistic and rebellious, but the security officer must exercise at all times much patience and common sense in performance of his assigned duties.

Parking Lots. [See Appendix]

1. Students as well as staff may drive to school and use the school parking facilities. Speed and safety laws must be obeyed; the speed limit is 15 miles per hour.

2. All cars must be registered with the school; students must present their license and registration upon registering their vehicles. Decals are then presented to students and staff--red for students and black for staff--to be posted on the driver's side sun visor.

3. Inspection stickers must be current and valid. If not, the security office can issue a warning ticket to the driver and state regulations are to be enforced. Any person having parking or driving violations on school property will be presented with the appropriate ticket. An accumulation of tickets or a serious offense could cause driving privileges to be revoked by the security office. No students may be in the parking lots or in cars except to come to school

and leave school. Students are not permitted in cars during lunch time or class time.

Behavior During Disturbance Times.

1. Be on your assigned post promptly. It is recommended during such times to be on your post earlier than usual.

2. Do not congregate with other officers. If you are assigned a partner, pay strict attention to your post and avoid any conversation which may cause you to overlook something.

3. Know the locations of the nearest phones, fire boxes, extinguishers, etc.

4. Know where and who is manning the nearest post.

5. Establish an agreement with your partner as to which one of you will leave the post and summon aid if necessary.

6. Be sure your walkie-talkie is functioning properly. Test it periodically, but don't overdo it.

7. Be calm and subtle while performing your duties. It would be helpful to wear a smile.

8. Keep your walkie-talkie volume low; don't add tension to the already tense situation.

9. Try not to run; running only causes attention and alarms a situation more than necessary.

10. If you must summon aid, speak slowly and clearly. State your post location, your name, and the nature of the situation.

11. Avoid discussing the situation with students and even staff. Hearsay and rumors only worsen the situation. Information and details about incidents and the situation need only be given to those persons who are coordinating the school security.

12. No one is authorized to relay information to the press, radio, or television people.

13. Perform all your duties in a friendly and professional manner. Assist each other, students, and staff as may be needed.

14. Do not wear or carry any item which might add to the tension, such as unauthorized or controversial equipment or signs, buttons, or pins which represent a controversial point of view or which might offend any part of the school population.

15. Do not associate with students and staff unless absolutely necessary.

16. Do not ever leave your post unless instructed to do so. If you are going to be relieved for lunch or some other assignment, you will be informed as to who and when you will be relieved.

Information Regarding Aftermath of Riot or Disturbance.

1. Under normal conditions, the proportion of security officers to students is one officer per 100 students.

2. Following a riot or school disturbance, this force would be augmented by about twenty uniformed officers, that is, police officers, for the purpose of having an obvious police presence. However, it must be

emphasized that these uniformed officers will only be used if the situation is very serious and there is a strong possibility that the safety and welfare of people and property is at stake.

3. In addition to the uniformed officers, there will be two or three police cars patrolling the perimeter of the school. One of the cars will most likely be a canine car. If the situation is very tense in the school and the immediate community, four police officers will be assigned to each of the three cars.

Methods of Apprehension--To Be Taught by Police Officials

Handling an Offender.

1. An offender or suspected offender should never be dealt with forcefully. Never touch a student unless you must in order to defend yourself, in order to protect property, in order to quell a disturbance, such as breaking up a fight or to remove a weapon from a student.

2. In all cases, it is good to have a witness. Students can bring charges against officers for

mishandling them. The presence of a witness can do much to dilute a student's charge.

3. If the police come into the school to question a student, the administration must be notified. An administrator must be present when the student is being questioned. If the student is implicated, parents should be notified immediately. No student can be removed from the school without the consent of the administration and parents must be informed as to any arrest of their children.

Confronting the student. [See Appendix]

1. Use tact as you would with an adult. Never "put down" an adolescent in front of his peers; he is to be treated like an adult. Confront him if you believe that he has committed an infraction, then ask him politely to accompany you to the security office. If a crowd is beginning to gather in the area, wait until it has dispersed before the student is led away.

2. It is necessary to remember that as a figure of authority you can be the target of hostility and rebellion. An offending student will look around

him for support from his friends and peers and try to make an officer the butt of jokes or remarks. The officer must not let this bother him. He should speak quietly to the student and inform him of his offense. Then he should softly ask the student if he will be kind enough to come with him to the security office. This should be done in such a way that suspicion or anger will not be aroused if other students are watching. This will show that officers do not want to exercise their powers, but simply want to carry out their duties in a reasonable manner. This manner will instill respect and confidence.

Conducting Searches of Persons. [See Appendix]

1. A student may be searched if it is really believed that he or she is carrying some type of weapon or drug or if he is suspected of being involved in a robbery. Drugs include all those substances as defined by the Dangerous Substances Control Law, N.J.S.A. 24:21 [See Appendix]. Weapons include any type of firearm, bomb, or fireworks [See Appendix].

2. When a student is suspected of carrying any of the above, he should be approached cautiously and calmly by an officer and asked politely if he would accompany him to the security office. If he is to be searched, a school administrator must be present. If the student is a female, a female administrator must do the searching.

Apprehension for Drugs. [See Appendix]

1. The most common drugs used in schools are marihuana, cocaine, barbiturates, uppers, and downers. Heroin has been used, but it is rare. In the schools there are both pushers and users. The pusher usually sells his drugs secretly and has an appreciable amount of the drug in his possession, either in his locker, on his person, or even in his car in the school parking lot.

2. Apprehending a pusher is more difficult than apprehending a user. The user, if smoking marihuana, is usually given away by the odor produced by the burning cigarette. The pusher is a sly, quiet figure who makes sure that he sells quickly. He may choose to

sell his drugs almost anywhere, but is extremely careful as to whom may be watching.

3. Many users smoke marihuana in school lavatories and post a lookout outside the door to prevent discovery. Students smoking reefers in the lavatory often sit on a toilet so they can easily flush the reefer down when a security officer surprises them.

4. Many students hide their reefers in a regular pack of cigarettes. The reefers can easily be detected by a sharp eye because they are made very crudely and unevenly.

5. Users are to be taken to the security office. The personnel in the security office are trained to spot a student "dumping" the drugs after apprehension. The school administrator must then be notified; he, in turn, will notify the students' parents.

Apprehension for Use of Alcohol.

1. Due to the lowering of the drinking age from twenty-one to eighteen, alcohol use in the schools

has increased markedly. There are many eighteen year olds in urban high schools and some students under that age who look old enough to purchase alcohol. Thus, obtaining alcohol is not much of a problem for an adolescent; he also will have friends willing to buy it for him if he is unable to purchase it himself.

2. Security officers must be acquainted with the effects of alcohol on a student. The classic symptoms are red eyes, alcohol breath, tiredness, staggering walk, and slurred speech. In some cases a student will need medical treatment. When he has become intoxicated, he may even be in need of intensive care at the local hospital.

3. When an officer spots a student whom he believes has used alcohol, the officer should confront the student and ask him to accompany him to the security office. The school nurse should be called into the office for consultation.

4. When an officer finds a bottle in a locker, in the gym, under a seat in the auditorium, in the shrubbery, or in the parking lot or playing fields,

he must turn it into the security office. When it is found on the student, the school administrator will notify the parents.

Apprehending a Student With a Weapon.

1. A security officer should never play the part of a hero. If a student is suspected of carrying a weapon, he should be confronted by a security officer and asked to surrender it to the officer. Should the student refuse to surrender it, the officer should contact a police officer assigned to the school. Disarming a student of a weapon requires professional training.

2. The student should be given every chance to surrender the weapon so that he can save face. If a crowd of people starts to gather, the area must be cleared away. If necessary, the officer can summon assistance.

3. The security officer must use tact and keep a cool head. Improper behavior at this time on the part of a security officer can pose a threat to life and property. Sound judgment by the officer should

be used. The student should be asked quietly to surrender the weapon and asked to accompany the officer to the security office.

4. If the weapon is surrendered, the officer must keep it out of sight while transporting it or the student to the office. It is preferable to clear the halls before transportation.

5. The officer should be careful in handling the weapon. Guard against such things as placing a fingerprint on it, or discharging it, or damaging it.

6. As in all cases dealt with in the security office, a school administrator must be present. He is the one responsible for calling the police and the parents.

7. Keep the matter absolutely confidential.

Apprehending the Trespasser.

1. Most states have laws prohibiting trespassers in the public schools. A trespasser is a person who is not officially an enrolled student in the school.

In most cases, it is customary to first warn the trespasser and escort him off school property.

2. If the trespasser enters school property a second time, the police should take over because essentially trespassing is a police matter and not a school disciplinary one.

3. The trespasser should be questioned regarding the purpose and nature of his visit to the school. If that purpose is unlawful, such as selling drugs, etc., the police should be informed.

4. A person with proper business in the school will have a pass obtained from the principal's or security office. When that person is ready to leave the building, he must surrender the pass to a security officer. The pass will include such information as name, address, time of arrival and time of leaving, and the room or office that he visited. These passes must be kept on file in the security office, particularly during tense periods.

5. If the trespasser is a student from another school, that school must be notified. In suspicious cases, the trespasser should be taken to the security office and detained there until a police check can be made.

6. The security officer has the right to ascertain the identity of any student in the school. He has the right to ask the student to identify himself. If the student's identity is in question, the security officer must require such information as the student's homeroom section, schedule, room locations, teachers' names, etc. It is easy to determine whether or not a particular student belongs in the school since this information is on file in the security office.

The Power of Arrest and the Extent of Authority.

1. Security officers do not have the power of arrest unless the local governing body, that is, the city council, etc., grants it to them.

2. A student is required to submit to the authority of a security officer. An officer can never

use corporal punishment or physical force unless it is necessary to defend himself, others in the school, or school property.

3. The security officer can ask for identification, remove a trespasser from the school, physically stop or break up fights, direct traffic on school grounds, restrict parking, escort or direct a student to the proper office. But, he must never forcefully touch a student unless his own safety is at stake. As was mentioned earlier, the student's cooperation should always be enlisted; he must never be forced to go to the security office with an officer; he must always be reasoned with so that he will be willing to cooperate.

4. If a student assaults an officer, the officer can press charges through the Head of Security. However, if this becomes habitual, the officer might not be in the right job. The purpose of a security program is to ensure peace and harmony in the school. Having officers press charges and cause trouble themselves does not serve the interests of the school or the people in it.

After Hours Crime.

1. Vandalism and stealing have been on the increase in recent years. When patrolling the property, the night security officer should look out for doors which may be ajar, noise or unusual sounds, lights which should be either off or on should be checked.

2. In high crime rate areas, more than one officer will be assigned to work at night. A regular time schedule should be planned according to the area to be patrolled, the number of inspection points, and the available manpower. A telephone should be easily available for his use and he should check in with the local police force if he feels that conditions demand it.

3. If a break-in or vandalism is suspected, the officer should contact the police. Inventorying the facility should be done only after proper authorities have given permission.

Equipment. [See Appendix]

1. All security equipment must be maintained in the best possible condition. The base radio station

and the walkie talkies must be operated according to the rules and regulations of the Federal Communications Commission since their power covers a large area.

2. The Ten Code is to be followed in all transmissions. It permits quick and precise communications:

Ten - 2 Narcotics
Ten - 3 Weapons
Ten - 4 O.K.
Ten - 5 Assault and Battery
Ten - 6 Arson or burning
Ten - 7 Defacing or destroying property
Ten - 8 Disturbance
Ten - 9 Fight
Ten - 10 Breaking and Entering
Ten - 11 Cutting Class
Ten - 12 Smoking
Ten - 13 Forged school forms
Ten - 14 Alcohol
Ten - 15 Gambling
Ten - 16 Pornography
Ten - 17 Suspended student
Ten - 18 Auto accident
Ten - 19 Staff member
Ten - 20 Location
Ten - 21 Assistance requested
Ten - 22 Call base
Ten - 23 Dog in or on property
Ten - 24 Trespasser
Ten - 25 Lunch period
Ten - 26 Traffic or parking violation
Ten - 27 Report to security office immediately

3. All radio equipment must be used with proper care and handling. Officers sometimes complain that volume is poor, but often the problem is that they have not properly adjusted their sets.

4. Another common complaint of officers is muffled broadcasts. This usually indicates that the person speaking is too close to the set's mouthpiece.

5. Never put the walkie talkie down; always carry it on your person. These sets are very costly and can too easily be mislaid or lost or even stolen. They must be locked in the school security office upon leaving school. They should never be removed from school property. The officers will be shown how to recharge their sets; it is a simple and easy procedure, but one which must be done if the set is to continue functioning. The Head of Security must be informed immediately if a set needs repair or is lost or stolen.

First-Aid Training--To Be Taught by the School Nurse.

Instruction.

1. Security officers will be shown how to treat lacerations, nose bleeds, convulsions, epileptic

seizures, asthma, broken bones when the nurse can arrive on the scene. Also carrying and lifting methods will be shown.

2. All accidents must be immediately reported to the nurse and the administration. Officers must never under any circumstances transport a student to the hospital by themselves. This must be done by the school nurse and under her specific direction. Serious legal problems can arise from unauthorized personnel transporting persons to a hospital, particularly if an accident takes place en route involving the patient.

3. At the end of this training course, officers will qualify to enroll in Red Cross Certified First Aid training.

Equipment.

1. First aid equipment will be placed with security officers at specific locations. This equipment can be helpful at strategic locations, such as near the gym, swimming pool, main office, security office, athletic office, main entrance, discipline office, auditorium, main parking area, and back halls.

2. Kits will be stocked by the school nurse and periodically checked by her for deteriorated articles.

The Training Sessions

1. The classroom sessions are to be held five days a week during the first two months of training.

2. At the end of the two months, on-the-job training will begin.

3. Classroom sessions will then be held once every two weeks.

4. Weekly meetings will take place between trainees and security officials so that questions can be asked and problems, if any, can be discussed.

5. At the end of the one month on-the-job training period, trainees will be evaluated by security officials and an observation team composed of teachers, students, and administrative personnel.

6. Any trainee considered unsuitable at this time will be given another month for evaluation. If the trainee does not come up to standards at the time of this second evaluation report, he will be asked to leave the program.

7. A period of three months of on-the-job training is considered ample time for judging the adequacy of the trainee. Also, the trainee has sufficient time to evaluate his own position and determine whether or not he feels he is suited to the job. It is the opinion of security officials and school administrators that two months of classroom work and three months of on-the-job training, will enable both instructors and trainees to assess their satisfaction with each other.

8. During classroom sessions, various community people, police officials and school administrators will give talks and demonstrations in their specialties to acquaint trainees with various aspects of their jobs.

a. Police officials will demonstrate self-defense techniques, as well as procedures for searching, questioning, and apprehension.

b. A law school board attorney will speak on the rights of students, legal implications of use of force, and the rights and duties of officers.

c. An FBI agent will talk about the rise in crime, the growth of school security systems, and ideas for prevention.

d. Local press and radio people will talk on the need and nature of public relations.

e. Representatives from various community and civic groups will talk about the concerns and problems of security in the schools.

f. A member of the school board will talk about the policies and practices affecting officers, security, and the obligations of administration to protect the student and staff.

g. T. Head of Security will talk about security systems in other schools with special emphasis on their successes and failures.

Role-Playing.

1. Role-playing is learned through doing. In role-playing, a person thinks, feels, and acts at the same time. This experience provides a simulated reality situation in which a person can practice complex skills without hurting himself or anyone else through failure. The role-playing experience affords three purposes: it provides better understanding of the role players by seeing and hearing each other in action; it gives the players and the spectators information on how certain roles can be filled; and it provides everyone involved with the knowledge and skills necessary to perform in an actual situation.

2. Situations for role-playing:

a. Officers and students:

1) Student is suspected of carrying a weapon.

2) Student is suspected of selling drugs.

3) Students are wrestling in the hall.

4) Student resistance and refusal to accompany officer to security office.

5) These situations will give trainees an opportunity to practice their skills in confronting a suspected student, requesting his cooperation in accompanying the officer to the security office, and dealing with the recalcitrant student.

b. Officers and officers.

1) Relationship between officers during times of crises and disturbances.

2) Practice in calling for assistance from other officers.

3) These situations will give trainees an opportunity to practice relating to their counterparts, practice professional behavior, and practice skills necessary for the resolution of security problems.

c. Officers and teachers.

1) Dealing with a teacher's request to remove a disciplinary problem from her class.

2) Manner toward teachers.

3) These situations will give trainees an opportunity to practice relating to teachers and dealing with their requests for aid.

d. Officers and administrators.

1) Manner toward administrators.

2) Dealing with requests of administrators.

3) These situations will give trainees an opportunity to practice relating to administrators and dealing with their requests for aid.

e. Handling of injuries.

1) The injured student.

2) The epileptic student.

3) The student suffering from severe bleeding.

4) These situations will give trainees an opportunity to practice handling injuries and first aid and contacting necessary personnel for aid.

f. Fire prevention and control.

1) Evacuating students and school personnel during a fire.

2) Looking for fire hazards.

3) These situations will give trainees an opportunity to practice prevention and control of fires, skills that are so necessary for the protection of life and property.

g. Disturbance times.

1) Conduct during periods of disturbances.

2) Using the walkie-talkie during these times.

3) These situations will give trainees an opportunity to practice behaviors during crises and disturbances and skills necessary for controlling them.

h. Searching the student.

1) Practice in searching students for weapons, drugs, alcohol, and pornography.

2) This skill is one of the most critical for officers. Practice in searching students will give necessary practice in the proper methods of searching.

i. Apprehending trespassers.

1) Confronting the trespasser.

2) Checking for identification.

3) Apprehending the violator.

4) These situations will give trainees an opportunity to practice spotting and dealing with trespassers in the school and on the school grounds.

j. Practice with equipment.

1) Practicing the ten code.

2) During crises and disturbances, this skill is necessary for keeping in touch with other officers and security officials so that officers can assess the progress of the disturbance. The ten code takes a great deal of practice to master and this situation helps to put into practice what the trainees must memorize.

Evaluation

The observing team will evaluate the attitudes, behavior, and skills of trainees. They will be looking for professional attitudes and behavior in dealing with various people comprising the school community and in various situations.

1. Attitudes and behaviors toward students.

a. Physical contact with students.

b. Language used by officers when talking to students.

c. Manner toward students.

d. Behavior of trainees when students resist disciplinary action.

e. Behavior of trainees during a physical attack by student.

f. General demeanor toward students.

g. Excessive fraternization with students.

h. Behavior during an apprehension.

2. Officers and officers.

a. General attitudes of trainees toward other trainees and security officers.

b. General behavior of trainees toward other trainees and security officers.

c. Behavior during times of crises and disturbance when assistance is needed from other security people.

4. Officers and administrators.

a. General attitudes of trainees toward administrators.

b. General manner of trainees toward administrators.

c. General behavior of trainees during administrator requests for services.

5. Conduct on post.

a. Are trainees always on assigned posts?

b. Are trainees patrolling their assigned areas?

c. Are trainees looking for unusual conditions, such as opened or broken windows, opened fire exits, loose wiring, etc.?

d. Are trainees checking passes and screening visitors for identification?

e. Are trainees fraternizing with the students?

f. Are trainees conducting themselves professionally?

g. Are trainees using harsh or foul language with students or teachers?

h. Are trainees looking for violations such as weapons, drugs, gambling, etc.?

6. Handling injuries.

a. Are trainees handling injuries properly?

b. Are trainees taking too much responsibility for handling injuries or are they calling upon proper personnel?

7. Fire prevention and control.

a. Are trainees familiar with fire alarm boxes, fire extinguishers, and layouts of building?

b. Are trainees on the lookout for fire hazards?

c. Behavior during a fire drill or alarm.

8. Disturbance times.

a. Are trainees on their posts during these times?

b. Are trainees using their walkie-talkies properly?

9. Searching students.

a. Are trainees searching students properly?

b. Are trainees searching students for valid reasons?

10. Dealing with trespassers.

a. Are trainees on the lookout for trespassers?

b. Are trainees confronting trespassers properly?

c. Are trainees checking passes passes properly?

d. Are trainees apprehending trespassers properly?

In addition to these monthly written evaluations by the school observing team, there will be monthly tests for the trainees. These tests will give instructors an opportunity to evaluate the progress of the trainees and learn whether or not their on-the-job training has given them necessary experience.

1. Tests will have multiple-choice questions that deal with actions and behaviors regarding:

   a. Handling injured students.
   b. Fire prevention and control.
   c. Disturbance times.
   d. Searching students.
   e. Apprehending suspected students.
   f. Apprehending trespassers.
   g. Handling different types of equipment.

2. Tests will have essay-type questions that deal with attitudes and opinions regarding:

   a. Suspected students.
   b. Recalcitrant students.
   c. Disciplinary-problem students.
   d. Drug and alcohol users.
   e. Students who carry weapons.
   f. Irate teachers.
   g. Various security problems.
   h. Security officers in schools.

The purpose of these questions is to explore the individual trainees' inner feelings. While security officials do not pretend to be psychologists, it is possible to detect an underlying hostility toward students and teachers through these questions. Thus, the purpose of having security people in the school could be destroyed by negative attitudes. It is possible that under the guise of a security position, a trainee could take advantage of his position and authority to abuse the objects of his hostility. These essay questions might possibly surface some of these feelings.

The purpose of a security program is to train officers in the proper behavior and manner that is necessary to develop positive attitudes toward security in the school. As was mentioned earlier, the security officer is responsible for the safety and protection of all people in the school and school property. His manner and conduct must be one of confidence, assurance, and poise. He must be trained to adopt these attitudes so that the school does not take on the image of an armed camp. These officers were not meant to use their muscle and pose as police officers in a blazer. They are

simply security officers who will keep the school a secure place in which to be. Their calm, assured manner must be developed or the point of having a school security program will be destroyed.

Thus, any trainee who harbors a hatred toward adolescents, teachers, learning, or schools in general will harm the security program. These elements may not be revealed in the initial psychological examinations for recruitment. It is the task of the security officials in charge of the training program to sift out those individuals who could cause grievous harm to the program.

3. Writing reports.

a. Trainees must be given practice in writing reports. Part of each test will measure this skill. Tests will evaluate trainees' ability to report incidents accurately.

Weekly Meetings Between Trainees and Instructors

It is necessary to observe and test the security trainee. However, there are some attitudes and beliefs

that cannot be tested. The trainee is on a new job and like any other new job there can be conflicts between the idealistic view of the job and its realities. While the training sessions will demonstrate to security officials the progression of skills and competencies, there is nothing like a man-to-man talk to iron out difficulties and confusion concerning particular aspects of the job.

Weekly meetings between each trainee and instructors will give each trainee an opportunity to voice his negative feelings, if he has any. The trainee can express how he feels about the job in general, how he feels he is fulfilling the position, how he believes his own progress is developing, and how he believes that job has either disappointed or satisfied him.

During weekly meetings, he will be able to fully express himself and explain any ideas he may have about the improvement of security services in the school. He can discuss his relationships to other trainees, other security officers, students, teachers, and other school personnel.

He will have an opportunity to tell instructors anything that is bothering him about his rights, duties, responsibilities, and limitations. His frustrations about the job can be revealed through these talks as well as his feelings of well-being.

Any problems with handling teachers or students can be discussed in these weekly meetings. Any area that is not fully understood by the trainee can be thrashed out and resolved. If there are any misconceptions or confused ideas about the trainee's duties or rights, these meetings will give him an opportunity to talk about them.

There is a great difference between theory and practice, particularly when they are in the area of public relations. A point that is raised during a training session may sound easy to put into practice. But, when a trainee is on the job and has to deal with disciplinary problems, recalcitrant students, dangerous weapons, irate teachers, etc., there can be a need for major adjustment. When confronted with a particular situation that could lead to danger or even less of

life or property, the trainee must be fully prepared to deal with it. If there are any confused points or questions stemming from misunderstood points, the weekly meetings are the time for discussing them. At these meetings, the instructor can clear up any points that are bothering the trainee and give him the personal attention he requires. The instructor can explain each point in detail with this personal contact that would be impossible in a classroom situation.

Thus, these weekly meetings are a time for each to get to know each other as people working toward a common goal. One is not the student and one is not the instructor; both are simply two men who are discussing common problems and situations. The trainee knows that the instructor is not trying to reduce him to a specimen that is observed, but is someone who wants him to succeed and be satisfied with his job. The same is true of the instructor. The trainee is not trying to evaluate the instructor and determine whether or not he is out to get him, or evaluate his competence in his field. The trainee comes to the instructor for these meetings with

the idea that there are problems to be resolved and matters to be cleared up.

In addition to clearing up certain matters, the weekly meetings are chances for instructors and trainees to get to know each other. Because they are both interested in the security of the school, they are working toward a common goal. They are both part of a team and must learn about each other and how to work with each other. Like any social system, each part is dependent upon other parts and interrelated with them. Thus, the trainee and the instructor are on the same team and should get to know each other as individuals.

During weekly meetings there is an opportunity to discuss the findings of the observation team and report and discuss test results. Any positive points made by the observation team regarding a particular trainee should be mentioned so that the trainee's self-concept will be enhanced and job satisfaction will be increased. This is just as important as mentioning negative points. A trainee will be greatly motivated to succeed and

perform well if he believes that his efforts have been rewarded.

Any negative points can be raised and discussed and recommendations for improvement can be made. If they are serious, then the trainee should be warned that this behavior will not be tolerated and his job could be in danger. If they are minor, then this should be pointed out, but should also be dealt with for improvement and change.

Plans for modification can be made during these weekly meetings. The instructor can outline individual problems and show the trainee how to improve his performance. Each point made by the observation team should be fully discussed. Any problem should be corrected by the instructor. The need for change and improvement should be explained by the instructor as well as the plan for improvement. The instructor must give detailed explanations regarding the proper action or behavior to be taken. The next time the observation team makes a report, it can be discussed during a weekly meeting. If there is an improvement where it was needed, the trainee

should be commended for it. If there was no improvement, the trainee should be admonished and warned and given another chance to correct it.

Test results should be discussed. Areas needed for improvement should be talked about. The trainee must be given a list of things on which he will have to study. Study and memorization concerning rules, regulations, layouts, etc. are important parts of the training program.

In summary, these weekly meetings are an essential part of the security training program. Through these meetings there is personal contact that is lacking in the classroom sessions. Moreover, it is a chance for the discussion between trainee and instructor on any problems dealing with the trainee's actions, behavior, and progress. It is a time for the trainee to assess his own progress and evaluate his role in the security program.

This program would give the security officers a feeling of confidence that they could deal with school problems. Their self-respect would be increased because

they would know that they have been properly trained and are aware of the duties they are expected to perform as well as the limitations their roles define.

A trainee would feel that after successfully completing this program, he would be capable of performing a service to the school and the community. There would be no question in his mind regarding what he is expected to do or how he should do it. The training program would provide the proper preparation for the position of a security officer in an urban high school.

At this point a pilot study could be conducted measuring the effectiveness of the security officers versus the effectiveness of security officers in another school in the district which did not have a training program.

The subjects for this practicum would be the security officers of Trenton Central High School and another secondary school within the system employing security officers, and the students and ffs of both schools.

A specially designed questionnaire would explore the attitudes of security officers, students, and other personnel to determine the effectiveness and attitudes of security officers and consequently the training program.

The other school's security officers, School B's security officers, would not have undergone the training program. A comparison of crime statistics and disciplinary infractions of both schools would indicate the effectiveness of the training.

Students would be questioned regarding their attitudes toward the need for security and the demeanor of security officers. School staff personnel would be questioned regarding their attitudes toward the need for security and the conduct of the officers. The types of answers should be an indication of the success of the training program and the improvement in the quality of the security officers.

Thus, there will be both a quantitative and qualitative analysis of the findings from the pilot study. The findings will reveal whether the professionally

trained security officer is superior to the untrained security officer or not.

The questions posed for the pilot study would be:

1. Is there a decrease or increase in crime in the school? This information would be obtained from the administrative office.

2. Is there a decrease of civil suits against the school and the security officers? This information would also be obtained from the administrative office.

3. Is there a decrease or increase in school infractions? The administrative office would also supply this information.

4. Is there a difference in relationships between officers and students? Officers and staff? This information would be gathered through personal interviews from everyone involved.

Adoption of the Program

The data from the study would be coded, tabulated, and reported in a written and oral presentation to the

district board. The funds for such a program most likely will not be a problem since the school has employed security officers. Cooperation with the various training officials including the police department will also not be a problem since they are concerned with the protection of the school and consider the crime problem in the school as one that directly involves them.

Thus, there are no real problems anticipated in these areas. However, there could be a slight problem in convincing the board to adopt the program because of fears regarding the use of security officers. Many school officials disdain the image of a school becoming an armed camp; they fear the school's image and that of the community's could be tarnished. However, most school board members are realistic men and women (there are nine on the board), and they are increasingly recognizing that security officers are becoming a real need in many schools. The problem, if any, is to convince the board that more funds must be spent on better salaries and training. Armed with statistics from the local level citing decreases in crime, school infractions, and

civil suits, the board will be convinced that the program is necessary and beneficial.

If there is any question concerning the funds needed for the program, the board can be shown that in the long run less money will be spent. Civil suits cost money and also damage the reputation of the school and the district; property damage and vandalism also cost money.

With the protection of the school that the security officers provide, the school would actually be saving money and its image. Having police cars stationed on school grounds or right outside the property gives the school a tarnished image. Newspaper, radio, and television coverage about criminal acts in school damages the public's confidence in our school systems and also decreases needed support for the budget and other important matters. But, having a well-trained discreet professional security force will protect and enhance the image of the school.

The community would be pleased to know that the school is protected from damage; parents could breathe

more easily knowing that their children are safe; students themselves could learn in a tension-less environment and the staff could go about their business instead of fearing disruption or even personal harm. The psychological advantage of having an organized security force would allay anxieties within and without the school.

The board consented to the use of security officers that were not trained; there is little fear that they would reject security officers that were highly trained.

Ascertaining the Required Inputs

As was mentioned, Trenton Central High School did employ security officers, but their performance was considered poor by the school administration. Therefore, during the months of February and March 1974, discussions were held with the board of education suggesting the professionally trained security force.

In April 1974, the board consented to a pilot program to be implemented in August 1974 and extended through April 1975, a period of eight and a half months.

The board also authorized the necessary funds for equipment and manpower.

Manpower

10	Security officer trainees at a salary of $6,000 each	$60,000.00
1	Head of school security	13,000.00
1	Coordinator of security for school district	18,000.00
		$91,000.00

Security equipment

29	Walkie-talkies--wide range--at $1400 each	$40,600.00
1	Base two-way radio station	2,000.00
2	Recharging racks for walkie-talkies; capacity for 12 each at $300.00 each	600.00
5	Single rechargers at $35.00 each	175.00
5	First aid kits at $10.00 each	50.00
1	Stretcher	60.00
1	Polaroid camera	180.00
10	Packs of film for camera at $7.00 each	70.00
8	Packs of flash bulbs for camera at $2.00 each	16.00
32	Batteries for walkie-talkies at $50.00 each	1,600.00
	Maintenance contract for walkie-talkies and base radio station	200.00
		$45,551.00

Office equipment

The office supply budget was drawn from scratch. It was decided that the security system should have its own supply budget and not use the supplies from the other offices.

1	ream of typing paper	$ 5.00
1	dozen small Scotch tapes	3.50
2	boxes of paper clips	.50
1	box of rubber bands	.80
2	desk blotters for two large pads	1.00
6	dozen #2 pencils	3.00
2	dozen ball point pens	5.00
1	dozen yellow lined pads	5.00
100	light weight regular size 1/3 cut file folders	5.00
4	boxes white business envelopes	4.00
4	dozen large manila envelopes	4.50
6	regular size clip boards	6.00
1	18 inch ruler	.65
1	set of Magic Markers	1.50
4	packs of thumb tacks	1.00
3	boxes of stencils	15.00
500	3 by 5 lined index cards	3.00
2	composition books	1.25
		$ 64.70
1	file cabinet - 4 drawers with lock	$ 80.00
1	manual typewriter	200.00
2	office desks and two chairs	700.00
		$ 980.00
Total		$1044.70

Recruitment of Trainees
August 1974

1. Processing of applications by the head of school security and the coordinator of security for the district	2 weeks
2. Personal interviews with potential trainees	2 days
3. Physical examinations by school doctor of potential trainees	1 day

Training Sessions
September 1974-February 1975

1. Classroom sessions taught by security school officials and local policemen	3 hours every 2 weeks

On-the-job Training
October 1974-February 1975

1. Monthly testing of trainees by training officials	2 hours each month

2. Monthly evaluation report made by school observation team — 2 days each month

3. Weekly meetings between trainees and instructors — 1 hour for each trainee

Pilot Study
April 1975

1. Construction of the questionnaire — 4 hours

2. Distribution of questionnaires--1 day at each school — 2 days

3. Tabulation of questionnaires — 8 hours

4. Writing report of findings — 10 hours

5. Presentation of findings to the board of education — 2 hours

EXECUTING THE PRACTICUM

The study was conducted during the first week in April, 1975. The subjects at Trenton Central High School were the experimental group; the subjects at School B, another secondary school in the district, served as the control group. The sample was composed of 80 subjects: 10 security officers from each school, 10 students from each school, and 20 staff members from each school.

Two questionnaires were actually designed for the different groups of subjects. (See Appendix) The security officers were given one questionnaire which explored their attitudes on different aspects of their position. Ten security officers already employed were randomly selected from School B; the 10 security trainees were the other subjects.

The other questionnaire was given to students and staff personnel in each school. This questionnaire sought to determine attitudes toward a security training program. Ten students at each school were randomly

selected for the sample and 20 staff personnel members at each school were randomly selected for subjects.

The data was presented in numbers rather than percentages, because the samples were small. Analysis was made in both tabular and text form.

QUESTION (1) ... Do you approve the idea of a training program for security officers?

Table 1 reported the number of security officers who approved or disapproved of a training program for security officers.

TABLE 1

Attitudes Toward a Training Program

	Trenton H.S. 10	School B 10
Yes	10	10
No	-	-

Table 1 indicated that security officers unanimously approved the idea of a training program for security officers.

Table 2 reported the number of security officers who would or would not like to have a part in planning the program.

QUESTION (2) ... Would you like to have a part in planning the program?

TABLE 2

Attitudes Toward Planning a Training Program

	Trenton H.S. 10	School B 10
Yes	9	8
No	1	2

Table 2 indicated that almost all the security officers would not want a part in planning a training program. It is difficult to speculate why they would not, but the researcher believes that these security officers would rather leave such a sensitive, potentially dangerous situation to the professionals.

Table 3 reported the number of security officers who think there is a real need for security training.

QUESTION (3) ... Do you think there is a real need for security training?

TABLE 3

Attitudes Toward the Need for Security Training

	Trenton H.S. 10	School B 10
Yes	10	10
No	-	-

Table 3 indicated that security officers believe that there is a real need for security training. These security officers are in security positions and see the limitations and effectiveness of their positions. A security training program would better enable them to perform their duties and responsibilities.

Table 4 reported the characteristics suggested by the security officers for a good security program.

QUESTION (4) ... What do you think a good security program can do for the school?

TABLE 4

Characteristics of a Good Security Program

	Trenton H.S. 10	School B 10
Improve relations between students and officers	5	4
Make school safer and more enjoyable	3	3
Lessen violations of school regulations	1	3
Return school to a place of learning	1	2
Teach security officers the proper function of duties	1	4
No answer	1	-

Table 4 indicated that security officers had clear ideas about a good security training program. One of the aims of creating and implementing a training program was that relationships between students and officers would be defined. It appears that security officers find this important, too. Multiple answers were given to this question so security officers made several points. One interesting point that was made was by the subjects in School B where there is no training program. These subjects thought a training program would not only improve relations between students and officers, but would teach the security officers the proper function of duties. Without a clearly defined training program to explain the limitations of rights and duties of a security officer, a security officer will not always know the scope of his duties. The officers in School B believed that this was as important as having good relations with students.

Table 5 reported the subjects that security officers would like to see included in a training program.

QUESTION (5) ... What points or subjects should be covered in the training program?

TABLE 5

Subjects To Be Included in a Program

	Trenton H.S. 10	School B 10
Drug education	4	2
Self-defense	4	3
Community relations	3	1
Crowd control	2	1
Disciplinary procedures	2	3
School regulations	2	3
Relationships to students	2	4
Student rights	2	2
Proper public demeanor	2	-
First aid	1	1

Table 5 indicated that security officers believed many different aspects should be included in a training program. Each subject gave multiple answers to this question. The most important points for the subjects in Trenton Central High School were drug education, self-defense, and community relations. The most important points for the subjects in School B where there is no security training program for security officers were

relationships to students, school regulations, disciplinary procedures and self-defense. It appears that the security officers in School B are more concerned with regulations and procedures because they have not been as fully informed of them as the officers in the training program at Trenton Central.

Table 6 reported the number of security officers who thought the school did or did not have enough officers.

QUESTION (6) ... Do you think the school has enough officers?

TABLE 6

Attitudes Toward Number of Security Officers

	Trenton H.S. 10	School B 10
Yes	2	3
No	8	7

Table 6 indicated that the security officers believed the security staff was inadequate. Even in the school where there was a training program, Trenton

Central, the security officers believed that the staff should be increased if absolute safety was to be assured.

Table 7 reported the number of security officers who believed their salaries were fair ones.

QUESTION (7) ... Do you think security officers are paid a fair salary?

TABLE 7

Attitudes Toward Salaries

	Trenton H.S. 10	School B 10
Yes	-	-
No	10	10

Table 7 indicated that security officers believe their salaries were not fair ones for the job they are doing. The possible risk and abuse they sometimes must take leads them to believe that their salaries should compensate them.

Table 8 reported the number of security officers who believed that the requirements for security officers should be changed.

QUESTION (8) ... Do you think the requirements for being a security officer should be changed?

TABLE 8

Attitudes Toward Requirements

	Trenton H.S. 10	School B 10
Yes	8	7
No	1	3
No Answer	1	-

Table 8 indicated that security officers believed that requirements for the position of security officer should be changed. There was no attempt on the part of the researcher to further explore this attitude. It can only be guessed at with the help of previous conversations with security officers: physical requirements should be changed and educational requirements should be changed.

Table 9 reported the number of security officers who believed that the officers were doing or not doing a good job.

QUESTION (9) ... Do you think that security officers are generally doing a good job?

TABLE 9

Attitudes Toward Job Performance

	Trenton H.S. 10	School B 10
Yes	10	10
No	-	--

Table 9 indicated that security officers believed that they were doing a good job. Not one security officer stated that the officers were not doing a good job. It appears that there is a great deal of job satisfaction with the position of security officer and a feeling of dignity and self-worth that goes with doing an essential job.

Table 10 reported the number of security officers who believed that a training program for security officers can cut down the incidence of school infractions and crime.

QUESTION (10) ... Do you think a training program can cut down on school infractions and school crime?

TABLE 10

Attitudes Toward School Infractions and Crime

	Trenton H.S. 10	School B 10
Yes	10	10
No	-	-

Table 10 indicated that the security officers believed that a training program for security officers could cut down on the incidence of school infractions and school crime. The subjects at Trenton Central know that the training program has reduced the incidence of school infractions and crime, but the subjects in School B do not have such a training program, yet still believe in it. This is because they are aware of the deficiencies and disadvantages in their positions. Their expectations of the position and its duties and responsibilities are in conflict with the actual practice of their jobs. The realities of being a security officer

are much different from their expectations. Unless an officer is fully aware of his duties, functions, and responsibilities transmitted to him through a training program, he is bound to feel at a disadvantage. The position of security officer cannot be fully maintained unless there is an adequate training program and training period.

Table 11 reported the number of security officers who believed that security officers should wear some kind of uniform.

QUESTION (11) ... Should security officers wear some kind of uniform?

TABLE 11

Attitudes Toward a Uniform

	Trenton H.S. 10	School B 10
Yes	4	5
No	6	5

Table 11 indicated that the matter of a security officer wearing a uniform was not of major importance.

The security officers at School B were evenly divided on the question and the security officers at Trenton Central were almost evenly divided. It appears that wearing a uniform is purely a personal preference and has little relevance to the job.

Table 12 reported the number of security officers who believed that security officers should have the power of arrest.

QUESTION (12) ... Should security officers have the power of arrest?

TABLE 12

Attitudes Toward Power of Arrest

	Trenton H.S. 10	School B 10
Yes	9	8
No	1	2

Table 12 indicated that security officers would like the power of arrest, a power presently denied to them. Although no attempt was made to probe this question further, conversations with security officers have

shown that they feel impotent without the power of arrest. They believe that the power of arrest would give more credence to their positions and would force students and staff to take them more seriously.

Table 13 reported the number of security officers who believed that security officers should carry some kind of weapon.

QUESTION (13) ... Should security officers carry some kind of weapon such as a night stick or gun?

TABLE 13

Attitudes Toward Carrying a Weapon

	Trenton H.S. 10	School B 10
Yes	2	3
No	8	7

Table 13 indicated that security officers were not interested in carrying a weapon. The reason for this is the belief that weapons attract the use of dangerous weapons. If a student sees that a security officer is not armed, he will not need to feel that he must

protect himself against the officer; also, the psychological point that a security officer is not a policeman, but a guard who ensures safety.

Security officers do not have the powers of policemen nor the duties of responsibilities of policemen. Therefore the fear that a weapon would instill within the school and staff population would alienate the body that were meant to protect. A rapport between students and staff and the security officers is essential if the program is to work. A security officer believes that carrying a weapon does not instill confidence and trust, but only fear and suspicion, two elements that would destroy the necessary rapport.

Table 14 reported the number of security officers who believed they saw a change for the better in their relationships with students and staff since they started in their position.

QUESTION (14) ... Do you see a change for the better in your relationships with students since you started in this position? With staff?

TABLE 14

Attitudes Toward Improved Relationships

	Trenton H.S. 10	School B 10
With Students		
Yes	10	4
No	-	6
With Staff		
Yes	10	3
No	-	7

Table 14 indicated that the security officers at Trenton Central High School had benefited from the training program and had improved their relationships with students and staff while the subjects in School B, where there is no training program saw no change in their relationships with students and staff.

One of the objectives of the security officer training program was to improve relationships between students and security officers. This was done by training the officers and informing them of the rights of students and the rights of security officers. In addition, the code of behavior and training methods of

operation for security officers informed them of the methods to deal with students and staff. There was no question in the minds of the trained security officers regarding their duties and rights, whereas the security officers in School B were not fully informed of their duties and rights and limitations and their relationships suffered with staff and students.

The questionnaires given to staff and students from both schools were the same with the exception of two questions. The subjects at Trenton Central High School in Question #8 were asked what they believed was wrong with the former security force; the subjects at School B in Question #8 were asked what they believed was wrong with their security force. This information was sought to determine whether or not there was a difference between the trained security force at Trenton Central High School and the untrained one at School B.

The other change was made for Question #14. The subjects at Trenton Central High School were asked what they considered the biggest change they have seen in the security force. The subjects at School B were asked

what would be the biggest change they would like to see with the security force. This information was sought to determine whether or not subjects noticed a change in the behavior of the security officers, what the nature of that change was, and whether or not training made the difference. All changes, of course, would be attributable to the training program or absence of one.

The following tables presented the data obtained from the students in both schools. Ten subjects from each school served as subjects.

Table 15 reported the number of subjects who believed security officers should receive some kind of special training.

QUESTION (1) ... Do you think that security officers should receive some kind of special training?

TABLE 15

Attitudes Toward Special Training

	Trenton H.S. 10	School B 10
Yes	9	8
No	1	2

Table 15 indicated that students believed security officers should receive some kind of special training. Students are aware of the special problems facing their school and know that only special training can provide security officers with the knowledge they need to enforce discipline, rules and regulations, and combat school crime.

Table 16 reported the points that subjects believed should be included in a training program.

QUESTION (2) ... What points of subjects do you think should be included in this program?

TABLE 16

Points to be Included in a Training Program

	Trenton H.S. 10	School B 10
No flirting with girls	2	2
Self-control	2	3
Not being friendly with students	2	3
Breaking up fights	1	-
Disciplinary procedures	1	3
Being fair	1	-
Respecting students and students' rights	1	2

Table 16 indicated that students had definite ideas concerning what should be included in a security training program. It is interesting to note that the students themselves criticized the security officers for flirting with students and being too friendly with students. These students sensed that this kind of behavior was not professional and was not in keeping with the type of job that the security officer was meant to do.

Three of the subjects in School B mentioned disciplinary procedures. It would appear that the security officers in School B were not fully informed of their rights insofar as disciplinary procedures and the students resented it.

Table 17 reported the number of subjects who thought their school had enough security officers.

QUESTION (3) ... Do you think the school has enough security officers?

TABLE 17

Attitudes Toward Number of Security Officers

	Trenton H.S. 10	School B 10
Yes	5	3
No	5	7

Table 17 indicated that subjects had differing views on the number of security officers in their school. The subjects at Trenton Central High School were evenly divided on the question, but more subjects in School B believed their school did not have enough security officers. It is possible that the subjects believed the officers were doing an inadequate job and thus believed that their number should be increased.

Table 18 reported the number of subjects who believed that security officers should have the power of arrest.

QUESTION (4) ... Should security officers have the power of arrest?

TABLE 18

Attitudes Toward the Power of Arrest

	Trenton H.S. 10	School B 10
Yes	2	3
No	8	7

Table 18 indicated that subjects did not believe security officers should have the power of arrest. The

security officers reported that they believed they should have the power of arrest. The difference in attitudes between students and security officers lies in the conception of the role of security officer. The security officer sees himself in a position where he must maintain order and control and combat school crime. Thus, if he is denied the power of arrest he may feel impotent. The student sees the security officer as a type of custodian, an individual who does not have a job similar to a policeman and therefore should not have the same powers.

Table 19 reported the number of subjects who believed security officers should carry a weapon.

QUESTION (5) ... Should security officers carry a weapon?

TABLE 19

Attitudes Toward Carrying a Weapon

	Trenton H.S. 10	School B 10
Yes	-	-
No	10	10

Table 19 indicated that students unanimously disapproved of security officers carrying a weapon. It is interesting to note that security officers also believed that they should be denied the use of a weapon. This is in keeping with the role of a security officer who is meant to ensure school safety and enforce school regulations, not fight crime with violence. The students' conception of the role of security officer, as was mentioned earlier, is not one that is similar to a policeman. Carrying a weapon would mean that the school was policed rather than securely guarded and protected.

Table 20 reported the number of subjects who believed that security officers should wear a uniform.

QUESTION (6) ... Should security officers wear some kind of uniform?

TABLE 20

Attitudes Toward a Uniform

	Trenton H.S. 10	School B 10
Yes	9	8
No	1	2

Table 20 indicated that students believed security officers should wear some type of uniform. When security officers were asked this question, they were evenly divided on it. It appeared to be purely a personal preference whether or not a security officer should wear a uniform. To them it had little relevance to their job. However, students showed that they wanted security officers to wear a uniform. This would be in keeping with the professional image of a person who is supposed to keep control and order in the school, according to the students. The students see the security officer as a trained official who has a special type of job to perform within the school and this job should be given special status with the wearing of a uniform.

Table 21 reported the attitudes of the subjects concerning what a good security training program could do for the school.

QUESTION (7) ... What do you think a good training program could do for the school?

TABLE 21

Attitudes Toward a Good Training Program

	Trenton H.S. 10	School B 10
Keep it under control, improve discipline	6	1
Make the school better, safer	3	4
Help officers learn duties	2	5
Help officers act like adults	1	-

Table 21 indicated that students were concerned with keeping the school under control and improving discipline in Trenton Central High School. However, in School B, students were mainly concerned with a training program teaching officers to learn duties. The difference in attitudes between the students in the two schools lies in the fact that there is a training program at Trenton Central and none at School B. The students in School B believed that their security officers were not fully informed of their duties and functions. Thus, they believe that a good training program would inform them of such.

Table 22 reported the attitudes of students at Trenton Central High School toward the former security force.

QUESTION (8) ... For subjects at Trenton Central High School
What do you believe was wrong with the former security force?

TABLE 22

Attitudes Toward the Former Security Force
Students at Trenton Central

	Trenton H.S. 10
Too much talking, socializing with the students	4
Too much playing around	3
Didn't take job seriously	2
They're always smoking	2
Officers are too young	1
Not fair, make too many accusations	1

Table 22 indicated that students at Trenton Central High School disapproved of the unprofessional behavior of the former untrained security officers. Their chief complaint was that security officers socialized too much

with students and this was considered unprofessional. The aim of a properly trained security force was to create a professional force and one of the chief complaints of the administration was that there was too much socializing between officers and students. It is interesting to see that students agreed with this.

Table 23 reported the attitudes of students at School B toward their security force.

QUESTION (8) ... For subjects at School B. What do you believe is wrong with your security force?

TABLE 23

Attitudes Toward Security Force
Students at School B

	School B 10
Too much talking, socializing with students	4
Too much playing around	4
Don't take job seriously enough	3
Not fair; make too many accusations	3

Table 23 indicated that subjects at School B disapproved of the unprofessional behavior of their security officers. The complaints were similar to those of the subjects at Trenton Central High School regarding their former security officers. Talking and socializing with students is unprofessional behavior for a security officer and does not instill confidence and trust.

Table 24 reported the attitudes of subjects regarding the positive aspects of their security force.

QUESTION (9) ... What do you believe is good with the security force?

TABLE 24

Attitudes Toward Positive Aspects of Security Force

	Trenton H.S. 10	School B 10
They are trained well	4	-
They have a good understanding with students	3	-
They do their job	2	2
Just having them walking around, being present	2	5
They stop fights	1	4

Table 24 indicated that students approved of the idea of having a security force in their schools and felt more secure with them around. Half of the subjects at School B were happy just to see security officers present in the school. This gave them a feeling of security and comfort to know that their protection would be safeguarded. The subjects at Trenton Central High School believed that their security officers were well trained whereas not one subject from School B mentioned this. So, the subjects at School B believed the best thing about their security force was their existence, while the subjects at Trenton Central High School believed the best thing about their security force was that the officers were well trained.

Table 25 reported the number of subjects who believed the security officers were doing a good job.

QUESTION (10) ... Do you think that security officers are generally doing a good job?

TABLE 25

Attitudes Toward Security Officer Performance

	Trenton H.S. 10	School B 10
Yes	8	4
No	2	6

Table 25 indicated that subjects in Trenton Central High School believed their security officers were performing well while subjects at School B believed their security officers were not. It can be assumed that the trained security officers at Trenton Central High School performed better than the untrained security officers at School B.

Table 26 reported the number of subjects who believed that a good security program would cut down on school infractions and crime.

QUESTION (11) ... Do you think that a good security program would cut down on school infractions and crime?

TABLE 26

Attitudes Toward School Infractions and Crime

	Trenton H.S. 10	School B 10
Yes	9	10
No	1	-

Table 26 indicated that subjects believed a training program for security officers would cut down on the incidence of school infractions and school crime. The subjects at School B are displeased with the job performance of their security officers, therefore they believe that a training program would eliminate some of the deficiencies. The subjects at Trenton Central High School are aware of the training program and approve of it.

Table 27 reported the number of subjects who believed that the standards for becoming a security officer should be raised.

QUESTION (12) ... Should the standards be raised for becoming a security officer?

TABLE 27

Attitudes Toward Raising Standards

	Trenton H.S. 10	School B 10
Yes	9	10
No	1	-

Table 27 indicated that subjects believed standards should be raised for becoming a security officer. The subjects at School B had shown a general dissatisfaction with the job performance and behavior of their security officers. A belief in raising the standards is one solution they would suggest. The subjects at Trenton Central High School are aware of the seriousness of the need for security officers and thus believe that standards should be high.

Table 28 reported the attitudes of subjects regarding the true nature of the job of security officer.

QUESTION (13) ... What do you really believe the job of a security officer is?

TABLE 28

Attitudes Toward Nature of Security Officer Position

	Trenton H.S. 10	School B 10
To keep control, order in the school	7	5
To keep kids out of the hall	3	3
Similar to a police job	1	2
To keep control of himself	-	-

Table 28 indicated that subjects in both schools had similar attitudes toward security officers and their functions. The subjects in both schools believed that the security officers were meant to keep the schools safe and in order. Even though one school has a security training program and the other school does not, the subjects realized that the security officers were there for their protection and the protection of school property.

Table 29 reported the attitudes of subjects at Trenton Central High School regarding changes they have seen in the security force.

QUESTION (14) ... For subjects at Trenton Central High School.
What is the biggest change you have seen with the security force?

TABLE 29

Attitudes Toward Changes in the Security Force

	Trenton H.S. 10
They are more serious	4
They have more training	3
They have stopped socializing or flirting with students	3
They are older, more mature	2

Table 29 indicated that subjects at Trenton Central High School had noticed changes in the security force. The chief complaints by administration and students about the former security force were that the officers were socializing too much with students and were not taking their jobs seriously enough. It appears that the training program has eliminated these complaints and the students have noticed them.

Table 30 reported the attitudes of subjects at School B regarding changes they would like to see in their security force.

QUESTION (14) ... For subjects at School B. What would be the biggest change you would like to see with the security force?

TABLE 30

Attitudes Toward Proposed Changes in the Security Force

	School B 10
Should take their job more seriously	5
Need more training	4
No playing around with the students	3

Table 30 indicated that the subjects at School B had the same complaints about their security force that subjects at Trenton Central High School had about their former security force. And, those changes that subjects at Trenton Central High School saw in the trained security force were the same as those the subjects at School B wished to see. The training program had Trenton Central High School reduced or eliminated the chief complaints of the security officers. At School B, where there is no training program, the complaints still stand.

The following tables presented the data obtained from the staff members in both schools. Twenty subjects from each school served as subjects.

Table 31 reported the number of subjects who believed security officers should receive some kind of special training.

QUESTION (1) ... Do you think that security officers should receive some kind of special training?

TABLE 31

Attitudes Toward Special Training

	Trenton H.S. 20	School B 20
Yes	19	18
No	1	2

Table 31 indicated that staff members in both schools believed security officers should receive some kind of special training. Staff members, like students, are aware of the problems in the school and know that special training would provide security officers with the knowledge they need to perform a satisfactory job.

Table 32 reported the points that subjects believed should be included in a training program.

QUESTION (2) ... What points or subjects do you think should be included in this program?

TABLE 32

Points to be Included in a Training Program

	Trenton H.S. 20	School B 20
Disciplinary procedures	10	11
Respecting students, students' rights	10	8
Human relations	5	4
Being fair	4	3
Not being friendly with students	3	-
Psychology, sociology	3	-
Self-control		-

Table 32 indicated that staff members put a high priority on security officers knowing disciplinary procedures and respecting students. Both schools' subjects considered these two points of the highest importance. Staff members are anxious that security officers know the rules and regulations and what they are expected to do to enforce them. Also, it is necessary for them to know the limitations of their powers. A good training program would include these points.

Table 33 reported the number of subjects who thought their school had enough security officers.

QUESTION (3) ... Do you think the school has enough security officers?

TABLE 33

Attitudes Toward Number of Security Officers

	Trenton H.S. 20	School B 20
Yes	9	7
No	11	13

Table 33 indicated that subjects in both schools believed there were not enough security officers. A few more subjects from School B than Trenton Central High School believed their school was understaffed with security officers. These subjects might consider the job performance of their security officers poorly and thus believe an increased number would do a better job.

Table 34 reported the number of subjects who believed that security officers should have the power of arrest.

QUESTION (4) ... Should security officers have the power of arrest?

TABLE 34

Attitudes Toward the Power of Arrest

	Trenton H.S. 20	School B 20
Yes	7	6
No	11	14
No Answer	2	-

Table 34 indicated that staff members in both schools believed that security officers should not have the power of arrest. However, a sizeable minority believed that they should. Perhaps these subjects believed that the power of arrest would put the security officers at a psychological advantage and would give them not only more power, but more prestige and status. The fear of arrest might act as a deterrent against school infractions and school crime.

Table 35 reported the number of subjects who believed security officers should carry a weapon.

QUESTION (5) ... Should security officers carry a weapon?

TABLE 35

Attitudes Toward Carrying a Weapon

	Trenton H.S. 20	School B 20
Yes	-	-
No	20	20

Table 35 indicated that staff members, like students and security officers, believed that security officers should not carry a weapon. Security officers were meant to secure the order and safety of the school and not act like policemen who carry weapons. Students and staff members desire a peaceful, safe place in which to learn and work, but they do not want to be in an atmosphere that resembles a prison.

Table 36 reported the number of subjects who believed that security officers should wear a uniform.

QUESTION (6) ... Should security officers wear some kind of uniform?

TABLE 36

Attitudes Toward a Uniform

	Trenton H.S. 20	School B 20
Yes	9	10
No	10	10
No Answer	1	1

Table 36 indicated that staff members saw the issue of wearing a uniform as a minor one. Security officers also considered this point a small one. Students were the only group of subjects that believed security officers should wear a uniform. It is interesting to see that students have a particular image of the security officer and wearing a uniform is part of that image. Staff members are not so concerned with external trappings, nor are the security officers. But, the students visualize the special image of the security officer wearing a uniform.

Table 37 reported the attitudes of the subjects concerning what a good security training program could do for the school.

TABLE 37

Attitudes Toward a Good Training Program

	Trenton H.S. 20	School B 20
Make the school better, safer	9	11
Help officers learn duties	7	8
Keep school under control, improve discipline	5	6
Improve teacher morale	3	1
Give officers more status	1	-

Table 37 indicated that staff members in both schools were concerned with keeping the school a safer place and security officers who were trained could do a better job of keeping the school safe. Another important point was that security officers would know the limitations of their duties, responsibilities and rights and a training program would provide them with this knowledge.

Table 38 reported the attitudes of staff members at Trenton Central High School toward the former security force.

QUESTION (8) ... For subjects at Trenton Central High School.
What do you believe was wrong with the former security force?

TABLE 38

Attitudes Toward the Former Security Force Staff at Trenton Central

	Trenton H.S. 20
Too much talking, socializing with students	11
Poorly trained, didn't know duties	6
Didn't take job seriously enough	5
Too much playing around	3
Underqualified	2
They were always smoking	1
Not enough power to do job promptly	1

Table 38 indicated that staff members at Trenton Central High School disapproved of the unprofessional manner of the former security officers. The complaints of the staff members were similar to those of the students who also resented the unprofessional behavior of

the former security officers. A good training program would reduce or eliminate these complaints.

Table 39 reported the attitudes of staff members at School B toward their security force.

QUESTION (8) ... For subjects at School B. What do you believe is wrong with your security force?

TABLE 39

Attitudes Toward Security Force
Staff Members at School B

	School B 20
Too much talking, socializing with students	8
Don't take job seriously enough	8
Poorly trained, don't know duties	6
Too much playing around	4
Not fair; make too many accusations	4
Officers are underqualified	1

Table 39 indicated that the staff members at School B disapproved of the present unprofessional behavior of their security officers. Their complaints were

similar to those subjects at Trenton Central High School regarding their former security officers. The unprofessional behavior of these security officers undermines the confidence of students and staff members and consequently the school security suffers. Without the respect of the students and the staff members, the security force cannot hope to function adequately.

Table 40 reported the attitudes of subjects regarding the positive aspects of their security force.

QUESTION (9) ... What do you believe is good with the security force?

TABLE 40

Attitudes Toward Positive Aspects of Security Force

	Trenton H.S. 20	School B 20
They do their job	6	4
Just having them walking around, being present	3	2
They are cooperative	3	3
They act as a deterrent	3	5
They are trained well	3	-
They give security, protection	2	1
They have a good understanding with the students	1	2

Table 40 indicated that staff members, like students, were happy just to see that security officers were in their schools in the event of school crime and violence. Security officers gave the staff members a feeling of well-being and security, like the students; just knowing they are around makes them comfortable. Not one subject at School B mentioned that their security officers were well trained. The most important aspect of the security force to the staff members at School B was that the officers acted as a deterrent while the most important aspect at Trenton Central High School was that the security officers did their job.

Table 41 reported the number of subjects who believed the security officers were doing a good job.

QUESTION (10) ... Do you think that security officers are generally doing a good job?

TABLE 41

Attitudes Toward Security Officer Performance

	Trenton H.S. 20	School B 20
Yes	16	8
No	4	12

Table 41 indicated that subjects at Trenton Central High School were pleased with the job performance of their security officers while subjects at School B were displeased. It can be assumed that the training program at Trenton Central High School positively influenced the job performance of the security officers while the lack of a training program at School B resulted in poor job performance.

Table 42 reported the number of subjects who believed that a good security program would cut down on school infractions and crime.

QUESTION (11) ... Do you think that a good security program would cut down on school infractions and crime?

TABLE 42

Attitudes Toward School Infractions and Crime

	Trenton H.S. 20	School B 20
Yes	20	20
No	-	-

Table 42 indicated that subjects at both schools unanimously approved of a security training program. The subjects at School B were displeased with the job performance of their security officers and saw a training program as a solution to improve job performance. The subjects at Trenton Central High School know that there is a difference between the performance of the current security officers and the former ones. The decrease in school infractions and crime can be attributed to the training program and the staff members at Trenton Central High School are aware of it.

Table 43 reported the number of subjects who believed that the standards for becoming a security officer should be raised.

QUESTION (12) ... Should the standards be raised for becoming a security officer?

TABLE 43

Attitudes Toward Raising Standards

	Trenton H.S. 20	School B 20
Yes	18	20
No	2	-

Table 43 indicated that subjects in both schools believed that standards should be raised for becoming a security officer. The subjects at School B are generally dissatisfied with the performance of their security officers and thus would accept any solution for increased performance. The subjects at Trenton Central High School know the seriousness and importance of having security officers in the school and thus believe that standards should be as high as they can so that the students, staff, and school property will be properly protected.

Table 44 reported the attitudes of subjects regarding the true nature of the job of security officers.

QUESTION (13) ... What do you really believe the job of a security officer is?

TABLE 44

Attitudes Toward Nature of Security Officer Position

	Trenton H.S. 20	School B 20
To keep order, control of the school	8	2
Enforce rules of the school	7	5
Aid the staff whenever possible	5	-
Help keep kids out of the halls	3	6
Maintain discipline	3	5
Keep constant surveillance	-	2

Table 44 indicated that subjects in each school placed a different priority on the duties of the security officers. Although the descriptions were very close statistically, it was interesting to note that subjects at School B saw the chief responsibility of a security officer was to keep the students out of the halls. Maintaining discipline and enforcing school rules were next in importance. The subjects at Trenton Central High School believed that the chief responsibility of the security officer was to maintain order and control and enforce the rules of the school. The difference can lie in semantics, but the subjects in School B seemed to be particularly concerned with disorder in their halls. Aiding the staff whenever possible was mentioned by five subjects at Trenton Central High School and none at School B. The security officers at Trenton Central High School were trained in their duties in relation to the school staff while the security officers at School B were not. This is why the staff members at Trenton Central High School believed the security officers were meant to cooperate with the staff.

Table 45 reported the attitudes of subjects at Trenton Central High School regarding changes they have seen in the security force.

QUESTION (14) ... For subjects at Trenton Central High School.
What is the biggest change you have seen with the security force?

TABLE 45

Attitudes Toward Changes in the Security Force

	Trenton H.S. 20
Have stopped socializing, flirting with students	6
They are more serious	5
They have more training	4
They have increased standards	4
They are older, more mature	3

Table 45 indicated that subjects at Trenton Central High School have indeed noticed a change for the better in their security officers. The complaints the staff members had about the former security force appear to have been eliminated in the training program. The

purpose of the training program was to create a professional, mature, trained security force that would conduct itself in a manner that would command respect and confidence from the school population. It appears that the training program has achieved these aims, according to the subjects.

Table 46 reported the attitudes of subjects at School B regarding changes they would like to see in their security force.

QUESTION (14) ... For subjects at School B. What would be the biggest change you would like to see with the security force?

TABLE 46

Attitudes Toward Proposed Changes in the Security Force

	School B 20
No playing around with students	9
Need more training	8
Should take job more seriously	6
Take more of an interest in job	5

Table 46 indicated that the subjects at School B would like to see changes in their security force that have already taken place at Trenton Central High School as a result of the training program. It would appear that a training program is the solution to remedying these ills. The responses of subjects have shown that what they considered poor job performance and behavior can be changed through a training program. The complaints about the former security force at Trenton Central High School were similar to those aspects that have been criticized by subjects in School B. But, the changes that have taken place at Trenton Central High School have been the result of the training program. At School B the subjects stated they would like certain changes in the security force to take place; these are similar to the charges that have taken place as a result of the training program.

SUMMARY OF FINDINGS

The major findings of this study were:

1. Security officers, students, and staff members in both schools believed that security officers should have a training program.

2. Subjects in different groups gave varying degrees of importance to points that should be included in a training program: Security officers in both schools believed a training program would improve relationships with students and staff and make the school a safer place. Students at Trenton Central High School believed the most important point would be to have the security officers keep the school under control; students at School B thought a training program would help officers learn their duties. Staff members at both schools gave priority to making the school a safer place and having the officers learn their duties properly. Essentially, the points are similar, but security officers seem more concerned with

working relationships and students and staff members seemed more concerned with job performance.

3. Regarding the number of security officers in each school: security officers in both schools believed there were not enough officers; students at Trenton Central High School were evenly divided on the question, but students at School B believed there were not enough; the staff members in both schools believed that there were not enough security officers.

4. Regarding the general job performance of security officers: security officers at both schools believed that they were doing a good job; students and staff members at Trenton Central High School believed that security officers were generally performing well, but students and staff at School B did not believe that security officers were doing well.

5. Almost all the subjects in the sample believed that a training program for security officers would cut down on school infractions and school crime.

6. Regarding wearing a uniform for security officers: security officers and staff members in both schools were about evenly divided on the question; it seemed to be purely a matter of personal preference. Students in both schools wanted to see security officers wear a uniform. The image of a security officer is that of a professional person and wearing a uniform confers status on the profession and the person. Students appeared to attach significance to the wearing of a uniform. Respect and confidence would be instilled at the sight of an individual wearing a uniform.

7. Regarding the power of arrest for security officers: security officers believed that they should have the power of arrest; students and staff members believed that they should not have the power of arrest. The difference in attitudes might lie in the conception of the role of security officer. Students and staff members see the security officer as an individual who will keep the school safe and enforce school rules. In order to do this security officers do not need the

power of arrest. Security officers believe that they are similar to policemen and in order to carry out their duties should have the power of arrest. They see their role as duties differently from students and staff members.

8. The majority of the subjects in the sample believed that security officers should not carry a weapon.

9. Security officers who have undergone training believed that their relationships with students and staff had improved; in School B security officers saw no change, because there is no security training program.

10. Since the advent of the training program, students and staff members at Trenton Central High School have seen a noticeable change in the behavior of security officers. Security officers have stopped socializing with the students, act more serious, and are better informed of their duties. In contrast, School B's security officers have exhibited no noticeable changes because they lack a training program.

11. A training program has shown the security officers the extent and limitations of their rights, duties, functions, and responsibilities and those of students and staff. The training program has increased job performance and efficiency. The training program has also reduced school crime and school infractions as well as civil suits against the school. And, most importantly, it has achieved one of the chief aims of the administration regarding the improvement of relationships between officers and staff and officers and students.

EVALUATING RESULTS OF A PRACTICUM

As was mentioned earlier, the purpose of this practicum was to orient and train security officers through a specially created training program. This training program was intended to reduce school crime, school infractions, civil suits, and improve relations between officers and staff and officers and students. It appears that the training program has achieved these aims.

1. During the 1973-1974 school year, crime statistics reported 58 narcotic cases, 46 trespassing cases, 15 larceny cases, 100 assault and battery cases, 8 robberies, 12 breaking and entering cases, 15 bomb scares, 54 loitering cases, and 15 weapon cases.

Since the advent of the training program, crime statistics increased because the security officers have been effective in apprehending various types of crimes and school infractions.

Security officers have been successful in spotting narcotic users and pushers. The training

program taught trainees how to be suspicious of narcotic users and how to search and apprehend them. Security officers on the outlook for narcotic possession have been successful in dealing with narcotic cases. Thus, there has been an increase in reporting narcotic cases. Narcotic cases increased from 58 to 82 cases.

There has also been an increase in trespassing cases because security officers have been checking passes and dealing with students who do not belong to this student body. Previously, 24 trespassing cases were reported; the 1974-1975 statistics show that 52 trespassing cases were reported, more than double.

Another increase was reported for breaking and entering cases. The security officers on their posts have been able to spot offenders, apprehend them, and report them to the security offices. During the 1973-1974 period, 12 breaking and entering cases were reported. During the 1974-1975 period, 18 breaking and entering cases were reported. This demonstrates that

security officers have been trained to be aware of this type of offense and are quick to apprehend them before they have had a chance to escape detection.

Another increase was reported for reporting bomb scares. Five bomb scares were reported during 1973-1974; nine bomb scares were reported during 1974-1975. Homemade bombs were found by security officers while patrolling their areas. Since they were trained to spot unusual packages, they were able to spot these bombs. The quick action on the part of these officers might have saved lives and property which are the main purpose of a security force.

During the 1973-1974 period, there were nine weapon cases reported. During the 1974-1975 period, 12 weapon cases were reported. Again, this increase is due to the efficiency of the security officers. Training has taught them to spot the student carrying a weapon. They have become sharp enough to spot the student who is hiding them. Training has also taught them how to deal with the resisting student who refuses to be searched for a weapon. The efficient, quick

apprehension of these offenders has led to an increase in reporting weapon cases.

These increases show that the security officers have been well-trained and are performing efficiently. The increase in reporting crimes and infractions demonstrates that the security officers have learned how to be aware of offenders before they have had a chance to use whatever they are concealing, drugs, weapons, etc. Moreover, it shows that security officers know how to deal with the apprehension of these offenders. The increase in statistics shows that there was an increase in efficiency of security officers and this was the goal of the security training program.

However, there were decreases in larceny cases, assault and battery cases and robberies, and loitering cases. This shows that the presence of security officers has had the effect that was intended. The security officers are symbols of authority and offenders know that these officers are given the power to apprehend them as well as possessing the ability and knowledge to recognize them. The presence of the

security officers has acted as a deterrent to crime. They have given the image of the authority and power of police officers without the image of guards to arrest them or keep them physically under control.

Thus, the researcher concluded that school crime and infractions were dealt with more effectively because of the presence of the security officers. And, this presence was made especially effective because of the training received in the program.

The security force currently has the appearance of a professional one. It has achieved the desired goals and accomplished the aims of the program. It is a successful program because the officers were trained to succeed.

In contrast, School B has suffered a marked increase in certain school crimes and infractions because they have not implemented a security training program.

1. The following statistics were provided by the administration office of School B. During the 1973-1974

school year, crime statistics reported 47 narcotic cases, 24 trespassing cases, 10 larceny cases, 114 assault and battery cases, 12 robberies, 8 breaking and entering cases, 10 bomb scares, 36 loitering cases, and 13 weapon cases.

During the 1974-1975 school year, School B had increases in crimes and infractions for which Trenton Central High School had decreases. Trenton High School reported increases for narcotic cases, trespassing cases, breaking and entering, bomb scares, and weapon cases. The increase in statistics was due to the increase in reporting these crimes. The increase in reporting these crimes was due to the increased efficiency of the Trenton security officers because they had the benefit of a training program that provided them with the necessary skills for spotting the offenders.

Conversely, School B had for the school year of 1974-1975 only a slight difference in statistics for the above mentioned crimes and infractions. For School B, narcotic cases went from 47 to 45, trespassing cases from 24 to 20, breaking and entering cases from 8 to 9,

bomb scares went from 13 to 10. These slight decreases in the reporting of crimes and infractions was not due to the efficiency of the school security force at School B. If the officers were more efficient there would have been an increase, rather than a decrease. The slight decrease, it could be assumed, was not due to the presence and abilities of the security officers, but rather due to other factors.

The officers at School B have had no training in security services. They have been given no training in spotting narcotic users and pushers, how to search or apprehend them. They have not been given training dealing with checking passes and keeping alert for the persons who do not belong on school grounds. The officers have not been trained to be aware of breaking and entering offenders. Moreover, they have not been taught how to recognize the weapon carrier or the unusual package containing a bomb. Thus, these crimes and infractions have held almost a steady line because there has been no increase in efficiency on the part of the officers. And, this lack of efficiency is due to their lack of training

in a security program that could provide them with the necessary skills to prevent crime. There is little difference between the statistics of the two years because there has been little difference in efficiency.

However, there have been increases in crimes at School B that decreased at Trenton High School. These increases have been due to the lack of authority and deterrence value presented by the security officers. Such crimes as larceny cases, assault and battery, robberies, and loitering cases have increased because the presence of security officers has not inhibited offenders. Offenders know that the security officers lack little authority and are little more than cardboard figures who do not frighten them.

At Trenton High School, the security officers are symbols of authority and offenders are aware that these officers know their jobs and exercise their rights on the job. The potential offender knows that these officers have the power to apprehend them as well as the knowledge to recognize that a crime is about to be committed. These factors can frighten a potential

offender and that is exactly what is intended. The image that the security officer at Trenton High School presents to the student body and public is one that deters crime. This was one of the main purposes of having a security program.

Such is not the case at School B. The presence of the security officers does not appear to have frightened any potential offenders. There has been a marked increase in: larceny cases, from 10 to 16; assault and battery cases, from 114 to 122; robberies, from 12 to 17; and loitering cases, from 36 to 40.

These increases show that the security officers are not acting as a deterrence and this is because their lack of training has been reflected in their demeanor. The same problems with the old security officers at Trenton High School, before the advent of the security training program, have continued to present themselves at School B. The security officers do not present a professional image at School B. They lack training in recognizing the potential offender, scaring off the potential offender and apprehending the

offender properly once he is confronted. Thus, the security officers at School B are nothing more than a facade. They are ineffectual, inept, and powerless to deal with the security problems posed by the school. This situation is not of their own making, but is the result of the lack of a proper training program.

A security officer must know his job before he can be effective. This type of job cannot be performed blindly. An officer must know his duties, rights, and responsibilities before he can control or prevent crime. In addition, he must be trained in these duties and responsibilities before he can adequately perform such a job.

The lack of a security training program at School B has resulted in a security force that is unable to deal with the increase of crime and infractions. The difference in efficiency between the two years is nil because the difference in the behavior and attitudes of the officers has not changed.

2. During the school year 1973-1974, there were 117 civil suits brought against School B. Since School

B has no training program, civil suits have increased rather than decreased as in Trenton High School. School B has had an increase of civil suits to 132 suits. Again, this increase is due to a lack of training of officers and their knowledge of dealing with recalcitrant students.

3. The relationships between security officers and students and staff have improved at Trenton High School but deteriorated at School B. After two years of inefficiency, the officers at School B have suffered a loss of respect from the students and staff. Since their ineffectiveness has been noted by the school community, their image as a protective force has been tarnished. It is no wonder that these officers perform poorly. Not only have they been given no training, but they are also the subject of derision because the school community knows their poor record.

In summary, the training program has increased the efficiency of officers, while the lack of a training program at School B has increased their inefficiency.

SUGGESTING FURTHER APPLICATIONS

The results of the pilot study were gratifying and have convinced the researcher that there are remedies to urban school crime and violence. The researcher would communicate his feelings in the following manner:

1. Release an article for the local press about the achievements and success of the training program. If possible, enlist the support of local radio and television stations to inform the public about the program and what it has accomplished at Trenton Central High School. This would show the public that the schools are anxious to reduce school crime and violence and that they are doing something about it.

2. Try to have the national educational magazines include an item or article about the successful program. This would inform the larger educational community about a school that has achieved success in combating school crime. School crime is a national phenomenon and school administrations are interested in seeing

what other schools have attempted to combat school crime.

3. Contact local colleges and universities to inform them of the security training program that was implemented in one urban high school. Educators and future educators should be aware of the problems facing the nation's urban high schools and should be shown what is being done about it.

FOLLOWING UP

The writer would do the following to further ascertain practicum results:

1. Have larger samples in the pilot study.

2. Use more than one school for comparison. Perhaps the use of a few schools with security training programs could be compared to a few schools with training programs. This would give a larger sample for comparison and would either confirm or deny the results of this practicum.

3. Other urban areas should be used for comparison. These areas would have different ethnic and racial compositions and could serve as a basis for comparison regarding types of crime and incidence of crime.

4. Use more security officers for the study at Trenton Central High School. A sample of ten was small, but was unavoidable due to budgetary considerations.

5. The results of the practicum were gratifying and confirmed the theories of the researcher. However, if the practicum was undertaken again, the researcher would hope to use larger samples of students, staff and security officers in both schools. The use of larger samples would make statistically sound results.

Also, the study would be expanded to include two other schools, one with a training program and one without a training program. This would give a broader base for comparison of results.

APPENDICES

Appendix		Page
A	Job Description	179
B	Application Process	180
	Application Form	181
	"Situation-Security"	184
	Completion.	186
	Identification Card	188
C	. . . . .	189
	Table of Organization	190
	Photo - Female Officer	191
	Photo - Male Officer	192
D	. . . . .	193
	Regulations for Security Officers . . .	194
E	Placement of Officers	197
	Photo - Officer Checking Pass	198
	Photo - Officer on School Bus	199
	Photo - Officer on Cafeteria Patrol . .	200
	Photo - Officer on Post	201
	Photo - The Security Office	202
	Photo - Keep Combatants Separated . . .	203
F	Reports	204
	The Detailed Security Report	205
	List of Terms for Security Officers . .	206

Appendix		Page
G	Photo - Parking Lot Supervisor	209
H	Confronting the Students	210
	Photo 1	211
	Photo 2	212
I	Conducting Searches	213
	Photo - Searching the Student	214
	Photo - Searching a Locker	215
J	Narcotics Code	217
K	Weapons Code	219
L	Drugs	220
	Drugs Officers Should Know About . . .	221
	Drug Jargon	223
	Federal Drug Laws	226
M	Security Equipment	227
	Photo - The Base Repeater	228
	Photo - The Phone-Radio	229
	Photo - The Walkie-Talkie	230
	Photo - Individual Rechargers	231
	Photo - A Recharging Rack	232
N	Questionnaires	233
	Security	234
	Students and Staff - Trenton High School	235
	Students and Staff - School B	236
O	Student Behavioral Guide	238

APPENDIX A

Job Description

Security Officer - Trenton Central High School

Qualifications:

1. At least 21 years of age.
2. High School diploma or equivalency.
3. High moral character.
4. Good physical health.
5. Ability to work with and relate to high school students.

Responsible to: The Head of Security at Trenton High School

General Responsibilities:

To assure the protection and safety of students, faculty, and staff, and any person having legal access to the school, and to protect all property.

Specific Responsibilities:

1. Be on alert for fire and safety hazards.
2. Investigate thefts from students, staff, and the school itself.
3. Check for proper student identification and visitors' passes.
4. Prevent and discourage loitering.
5. Report the use of drugs, alcohol, and pornography.
6. Provide for good conduct in corridors, hallways, the cafeteria, and the smoking area.
7. Check disturbances in the corridors and other places.
8. Enforce the smoking regulations.
9. Supervise the orderly flow of students between classes.
10. Break up fights and gambling games.
11. Be observant for any activity which indicates gross disorder such as mob action.
12. Guard against the defacing and destruction of property.
13. Escort suspended students off school property.
14. Report any possession of weapons to proper authorities within the school.
15. Be on the alert for manifestation of sexual misbehavior in school or on the school property.

The security officer should always be prepared to take immediate protective action when a potential problem threatens the security of the school community by taking the appropriate action, resolving the matter and/or keeping the problem at a minimum until assistance arrives.

APPENDIX B

APPLICATION PROCESS

TRENTON PUBLIC SCHOOLS
Trenton, New Jersey

APPLICATION FOR SECURITY OFFICER -- TRENTON CENTRAL HIGH SCHOOL

NOTE: Answer every question in your own handwriting in ink.

1. Date of application _____

2. Your name _____

3. Address _____

4. Telephone _____

5. Are you a U.S. Citizen? _____

6. I am _____ years of age and was born at _____

on the _____ day of _____, 19____
date of birth month year

7. Are you Single ___; Married ___; Separated ___; Divorced ___?

8. If presently married, give following information:

a. wife's maiden name _____

b. number of children _____

9. Are you a veteran? _____ Give details as to service and type of discharge. _____

_____

10. In chronological order, state each and every place in which you have resided in the past ten years:

From	To	Number and Street	City	State

11. What grade in school did you complete? _____

12. Give the following information on attendance at High School.

From	To	Name of School	City	State

13. Have you attended preparatory school or college? _____ If yes, give details. _____

14. Have you any defects of hearing, sight, speech or limb? If so, give details. _____

15. Have you ever had or been examined for any major illness, injury, or physical defects within the past ten years? _____

16. Were you ever arrested or taken into custody? _____. If yes, give additional information as to date, location, charge, police agency concerned and court disposition or sentence. _____

17. Were you ever discharged or asked to resign from employment? _____ If yes, give additional information specifying all details. _____

18. List chronologically all employment within the past ten years and reason for leaving.

Title of Position	Time of Employment From	To	Employers name and address	Reason for Leaving

19. List three personal references.

Name _____ Address _____

Name _____ Address _____

Name _____ Address _____

(3)

20. Social Security Number_____

21. Name of person to be notified in event of an emergency_____

_____

22. State any experience or training which would tend to fit you for the position for which you are applying.

_____

_____

_____

It is to be noted by applicant that any falsification of information requested above will result in dismissal.

_____
Signature

"SITUATION-SECURITY"

(part of the application for the position of Security Officer)

Follow the directions with each of the questions.

1. The bell has rung two minutes ago. You have watched the same student walking the halls and you know he should be in the chemistry class upstairs. You know that he is cutting class. The first thing I would do is:
   a. call another security officer
   b. let him walk around
   c. ask him why he is not in class and direct him to it
   d. take him to the principal

2. A large crowd has gathered. As you get closer you observe two boys fighting. The wrong thing to do would be:
   a. use your walkie-talkie and ask for assistance
   b. allow the students to fight and get the problem settled
   c. attempt to separate the combatants
   d. break up the crowd

3. While walking near a stairwell, you smell the odor of marihuana and then observe a male student smoking. The right thing to do is:
   a. direct him to smoke outside
   b. counsel him about marihuana and its effects on health
   c. take him to the proper office and report the incident
   d. open the doors and windows to get the smell out

4. While on your post, you observe a student, without provocation, go up to another student and hit him in the face. The correct thing to do is:
   a. call a security officer
   b. let the two students fight and then go their separate ways
   c. call the nurse
   d. apprehend the students and bring them to the proper office

5. Students are only permitted to smoke during their lunch hour outside the building near the athletic fields. However, while making an inspection of your post, you come upon two girls smoking as they leave the girls' lavatory. The only thing to do is:
   a. let the girls finish their cigarettes and then bring them to the proper office
   b. direct the girls to put out the cigarettes and go to class
   c. counsel the girls about smoking and then give them a break and forget about it
   d. none of the above

(2)

6. You receive a call on your walkie-talkie to go to a room near by where a student has suffered an epileptic seizure. The first thing to do is:
   a. clear the classroom of other students
   b. call the nurse and apply first aid
   c. pick the student up and carry him to the nurse
   d. wait a few minutes and see if the student will be O....

7. The bell rang about 5 minutes ago and three students are just standing around talking. The wrong thing to do is:
   a. ignore them and pass them by--they may soon stop talking and go to class anyway
   b. direct them to move on and go to their classes
   c. escort them to their classes
   d. all of the above

8. You observe a girl writing her name on the wall with a magic marker. The right thing to do is:
   a. take the magic marker out of her hand
   b. tell her to remove the writing from the wall
   c. order her to stop and tell her to go to class
   d. take her to the proper office and report her

9. You receive a report from a reliable source that a student has a gun in his locker. The proper thing to do is:
   a. immediately search the locker
   b. call in the police
   c. report it to the proper office immediately
   d. disregard the report--the source may be telling you a lie

10. While walking by the stockroom you notice the door is ajar. You enter the stockroom and observe three male students stuffing athletic clothing and equipment into their coats and pockets. The first thing to do is:
   a. leave the room and wait for another security officer to pass by and give assistance
   b. use your walkie-talkie and ask for assistance
   c. surprise the boys and make them empty their coats and pockets and then accompany you to the proper office
   d. none of the above

KEY

1	c	6	b
2	b	7	a
3	c	8	d
4	d	9	c
5	d	10	b

APPLICATION FOR SECURITY OFFICER

Part Two

Name_____ Sex_____

Age_____

Date_____

Complete these sentences to express your real feelings. Try to do every one. Be sure to make a complete sentence.

1. The job of a security officer is_____
2. Trenton High School is _____
3. Guns are _____
4. What this school needs_____
5. I want_____
6. When a student fights_____
7. Security officers need_____
8. Using physical force_____
9. My boss_____
10. High school students_____
11. Smoking marihuana_____
12. Profane language_____
13. Alcohol is_____
14. Most students will_____
15. Being on time_____
16. When an emergency arises_____
17. I don't like_____
18. Teachers are_____

(2)

19. The purpose of security is _____

20. Searching a person _____

21. I wish _____

22. I want _____

23. College is _____

24. Most women _____

25. An administrator is _____

26. Disrespectful children _____

27. Being on post _____

28. A problem is _____

29. The board of education _____

30. I have _____

SECURITY OFFICER'S IDENTIFICATION CARD

TRENTON BOARD OF EDUCATION
TRENTON, N.J.

This is to certify that _____ is a _____ with the Board of Education, Trenton, N.J. Valid for the school year indicated, and only when countersigned by the Supervisor of Security.

_____
Supervisor of Security

_____
Signature of Holder

_____
School Year

SEAL

FRONT

[Photo of Officer]

Date of Birth _____
Height _____ Weight _____
Eye Color _____ Hair Color _____
Blood Type _____ R.H.Factor _____
Social Security _____
SEAL

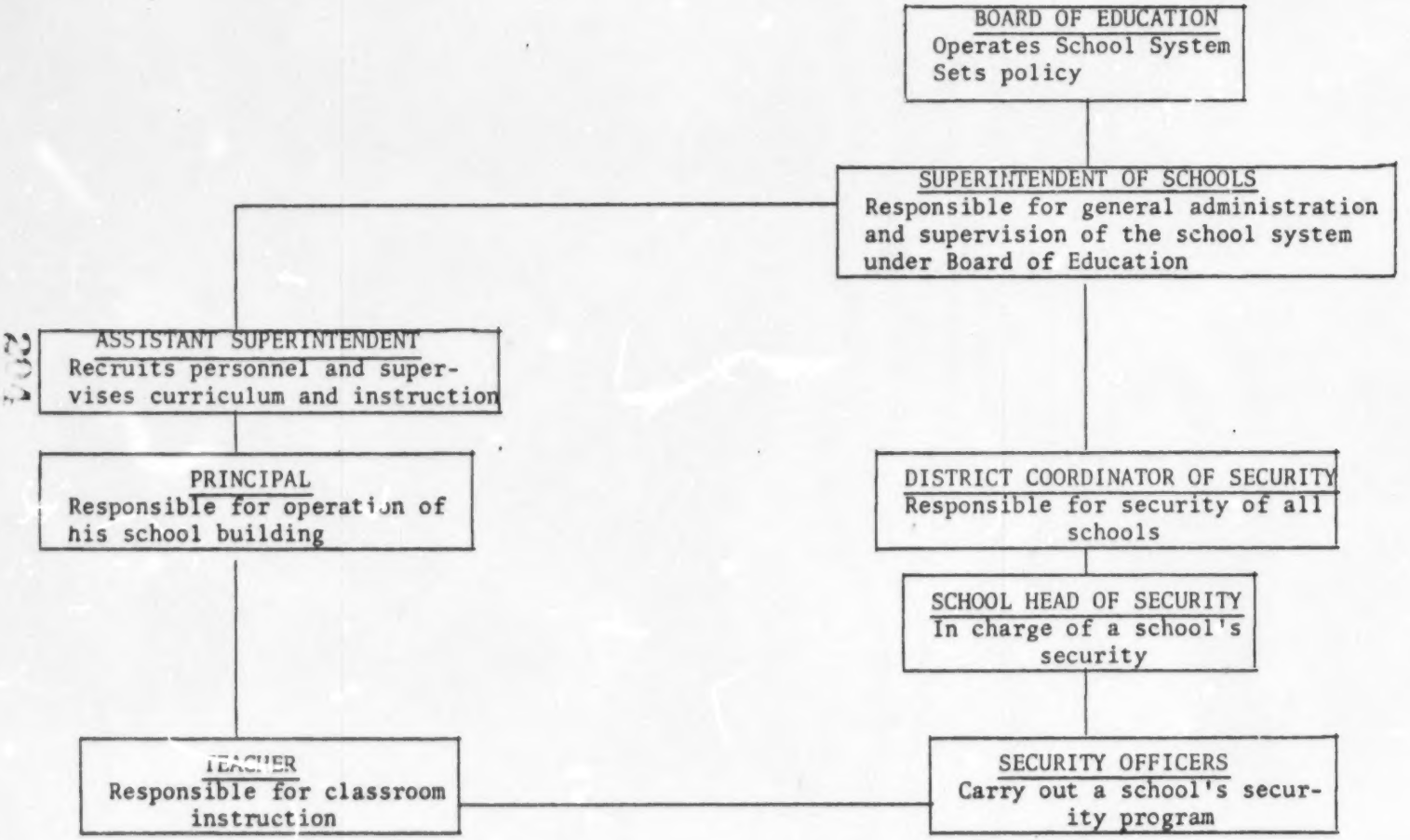
_____
Signature of Holder

BACK

This credential remains the property of the Trenton Board of Education, Trenton, N.J., and is to be surrendered upon termination.

APPENDIX C

TABLE OF ORGANIZATION


BOARD OF EDUCATION
Operates School System
Sets policy
SUPERINTENDENT OF SCHOOLS
Responsible for general administration and supervision of the school system under Board of Education
ASSISTANT SUPERINTENDENT
Recruits personnel and supervises curriculum and instruction
PRINCIPAL
Responsible for operation of his school building
DISTRICT COORDINATOR OF SECURITY
Responsible for security of all schools
SCHOOL HEAD OF SECURITY
In charge of a school's security
TEACHER
Responsible for classroom instruction
SECURITY OFFICERS
Carry out a school's security program

Female officer attractively dressed and wearing a smile.
Note - Walkie-talkie in hand prepared to do the job.
(Posed Picture)

Male officer--well groomed--patrols his post.
(Posed picture)

APPENDIX D

Regulations for School Security Officers

Security officers will work eight (8) hours each day. You are to be at your assigned post at 8:00 a.m. Lunch breaks should be taken at a time approved by the Head of Security. The time from 3:30 p.m. to 4:00 p.m. should be used to recheck building areas for smoke, open doors and windows; for reentering students, and a general overlook of your assigned post.

If you are ill or unable to report to school, you must notify the security office. It is also necessary for you to call in each day that you are absent from work. Being late to work, except for emergency reasons, will not be tolerated.

When two security officers are working and assigned to the same general post, they will not eat lunch at the same time. When leaving the school for any reason, you must first notify the Head of Security, or in his absence his designated assistant when you leave and return.

Security officers will cooperate with each other and the entire school community. Be courteous, helpful and considerate.

Security officers will notify the Head of Security within 24 hours of any change in address or telephone.

Talking on duty must be kept to a minimum. The security officer must give his individual attention to his job and should not enter into long or unnecessary conversations which may distract his attention from his duties.

School facilities cannot be used for personal use or pleasure. This regulation pertains to use of the gym and any vocational shops.

Visit the cafeteria only during your specified lunch time. Because of the nature of your job, every officer will eat lunch in the cafeteria and not off school grounds.

Check the lavatories constantly, especially during the change of classes, to prevent unauthorized smoking, loitering, and vandalism.

Reprimands, Dismissals and Suspensions

The following rules and regulations have been established for security officers at Trenton Central High School, Trenton, New Jersey. The Rules and Regulations have not been put into effect so as to penalize an employee who conducts himself in a proper manner, but rather they have been put into effect so as to protect you, your reputation and the general welfare. Only those employees who may choose to do otherwise need be penalized. (Time off is without pay.

1. To sign in for another employee on daily record or unauthorized changing of the record will result in discharge.

2. To falsify time of arrival or departure on daily record will first result in a warning, the second offense a day off without pay and the third offense--discharge.

3. Chronic lateness or absence (chronic shall mean 4 times in a 30 day period) first offense: warning; second: 3 days off without pay; third: discharge.

4. Leaving your post assignment: first: warning; second: a week off without pay and third: discharge.

5. Leaving the school premises without permission: first offense: discharge.

6. Smoking in an unauthorized place: first: warning; second: 1 week off without pay; third: discharge.

7. Neglect or carelessness in the performance of one's duty causing injury to a person; first: warning; second: discharge.

8. Bringing in or drinking alcohol on school property; first: discharge.

9. Coming to work under influence of alcohol or drugs; first: 3 days off without pay; second: discharge.

10. Failure to report work injuries on time: first: 1 day off without pay; second: discharge.

11. Sleeping on the job: first: discharge.

12. Refusal to comply with orders, discourtesy, or the use of profane or obscene language; first: 1 day off without pay; second: 1 week off; third: discharge.

13. Giving false information for employment records, pay records, or any other records. Falsification of security reports; first: discharge.

14. Theft of any school property; first: discharge.

15. Deliberate destruction or damage of school property: first: discharge.

16. Immoral conduct or indecency on school property: first: discharge.

17. Gambling on school property: first: discharge.

18. Conviction of a felony: first: discharge.

19. Failure to report a contagious disease; first: discharge.

20. Provoking or instigating a fight; first: discharge.

21. Reading literature on the job, listening to the radio; first: warning; second: 2 days off without pay; third: discharge.

The Head of Security, in conjunction with the Board of Education, will from time to time add new or additional rules and regulations.

APPENDIX E

PLACEMENT OF OFFICERS

Security officer checks the pass of a student. Checking passes helps to decrease class cutting and also helps students find their destination in a large school.

(Posed picture)

Here an officer is checking a school bus. There is no smoking permitted and everyone must be properly seated. (Posed picture)

Cafeteria supervision is a must. Our officer is moving around talking to the students and keeping an eye on things. This often helps to discourage and prevent problems.
(Posed picture)

The officer on a fixed post can observe students moving to and from class. Such a post should afford the officer high visibility.
(Posed picture)

The Security office is usually a busy place. Student aides assist with general clerical work. On the right note the cubicles which provide privacy for student assistance.
(Posed picture)

Two officers quickly restrain and separate two combatants.
(Posed picture)

APPENDIX F

REPORTS

VICTIM-LAST NAME	FIRST NAME	NAME OF SCHOOL	RACE	SEX	AGE
ADDRESS	HOMEROOM	TELEPHONE NUMBER			
NATURE OF COMPLAINT		HOUR	DAY	MONTH	YEAR
			YES	NO	
LOCATION OF INCIDENT			NUMBER	ADDED	DATE
SUSPECT	ADDRESS	HOMEROOM	RACE	SEX	AGE
WITNESS	ADDRESS	POSITION			HOMEROOM
SECURITY OFFICER	CLOCK NUMBER	DAY	MONTH	YEAR	
		DATE OF REPORT			

PRINT PLAINLY ALL DETAILS

SIGNATURE

219

List of Terms for Security Officers

Adult:	A person who is at least 18 years of age.
Arson:	A crime of deliberately setting fire.
Assault:	A threat or attempt to harm someone physically.
Assault and Battery:	The carrying out of threatened physical harm.
Base station:	The main communications center.
Board of Education:	Operates the school system and sets policy.
Board Hearing:	An investigation held by the Board of Education regarding a serious infraction of the discipline code.
Bureau of Juvenile Authority (BJA):	The division of the police department handling crimes of persons under the age of 18.
Community Relations Unit:	A small group of police officers whose major activities include public relations with the community.
Coordinator of Security:	The person responsible for security in all the district's schools.
"Cutting" (class):	The deliberate missing of a class without good reason or permission.
Detention:	Keeping a student after school for disciplinary reasons.
Disciplinarian:	A school administrator whose job it is to administer the discipline code.
Expulsion:	The dismissal from a school and all other schools within the same district for disciplinary reasons.
Herb ("erb")	Slang expression for marihuana.
Juvenile:	Any person under the age of 18.
"On Roll."	A term which means that the student is enrolled or legally present in the school.
Paraphenalia:	Equipment for smoking marihuana, the use of heroin, or other drugs. Equipment for gambling.

Pass:	A signed statement from an authorized person permitting passage to a specific place.
P.E.	The abbreviation for physical education.
Reefer:	A marihuana cigarette.
Superintendent:	The person responsible for the general administration and supervision of all the schools in the district.
Suspension:	A temporary dismissal from school due to disciplinary reasons.
Tardy:	Late either to school or to class.
"The Man":	Slang expression meaning a police officer.
Trespasser:	A person who enters school property unlawfully, is not enrolled in the school as a student.

APPENDIX G

Here the officer checks incoming traffic. Vehicles, as well as persons, are checked out. Note the walkie-talkie in hand and also the shack on left of picture for officer's use in inclement weather.
(Posed picture)

APPENDIX H

The officer's relationship to students is important. A friendly "how are you, today?" promotes good will.
(Posed picture)

The officer, who can get along with the students, is able to perform his duties well.

(Posed picture)

APPENDIX I

CONDUCTING SEARCHES

A search is conducted upon the person of a student by a trained officer. The student is informed of his rights and a school administrator (right) must be present. (Posed picture)

Two officers check a student's locker in his presence and in the presence of a school administrator.

(Posed picture)

APPENDIX J

NARCOTICS CODE

Narcotic drugs or controlled dangerous substances includes all those substances listed in the Dangerous Substances Control Law, N.J.S.A. 24:21. This includes, but not by way of limitation:

1. Marihuana
2. Hashish
3. Mescaline
4. Peyote
5. Heroin
6. Morphine
7. Lysergic Acid Diethylamide (LSD)
8. Cocaine and its derivatives
9. Methadone
10. Amphetamine
11. Opium and its derivatives

APPENDIX K

WEAPONS CODE

1. FIREARMS--Firearm or firearms include any pistol, revolver, rifle, shotgun, machine gun, automatic and semiautomatic rifle, or other firearm as the term is commonly used, or any gun, device or instrument in the nature of a weapon from which may be fired or ejected any solid projectile, ball, slug, pellet, missile or bullet, or any gas, vapor or other noxious thing, by means of a cartridge or shell, or by the action of an explosive or the igniting of flammable or explosive substances.

It shall also include, without limitation, any firearm which is in the nature of any air gun, spring gun or pistol, carbon dioxide or compressed air gun or pistol, or other weapon of a similar nature in which the propelling force is a spring, elastic band, carbon dioxide, compressed air and ejecting a bullet or missile smaller than 3/8 of an inch in diameter, with sufficient force to injure the person.

2. BOMBS--including shell, bomb or similar device charged or filled with one or more explosives or any bomb or device commonly known as a fire-bomb, "Molotov cocktail" or any container charged or filled with an explosive, combustible or incendiary substance.

3. FIREWORKS--including firecrackers, torpedoes, skyrockets, Roman candles, bombs, sparklers, or other fireworks of like construction, or any fireworks, containing any explosive or inflammable compound or any tablets or other devices commonly used and sold as fireworks containing nitrates, chlorates, oxalates, sulphates of lead, barium, antimony, arsenic, mercury, nitroglycerin, phosphorous, or any compound containing any of the same or other substance, or combination of substances, or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration, or detonation.

APPENDIX L

DRUGS

Drugs (Abusively Used) that School Security Officers Should Know About

Perhaps not all of the drugs listed and described here will be found in an urban high school, but some of them will be and it is important that a security officer in a high school know about them.

Amphetamine	(Stimulant) "Bennies," Pep Pills. Used medically for obesity, fatigue or depression. Does not cause physical addiction but rather emotional dependence. Drug causes nausea, irritability and confusion. It creates a feeling of energy and excitation. Drug lasts about four hours.
Cocaine	(Narcotic) "Snow," "Coke," "Happy Dust," it is actually a stimulant. When mixed with morphine or heroin, it is called "Speedballs." It may be injected or sniffed. It causes weight loss or insomnia. Lasts about 15-30 minutes.
Codein	(Narcotic) It is 1/6 as strong as morphine. It is used medically to suppress coughing. It does not produce effective euphoria. It carries the nickname of "schoolboy" due to the youth that abuse it. Drug lasts about 4 hours.
Heroin	(Narcotic) "Horse" -- "Junk" -- "Smack" -- "Sugar" -- "Dope." Derived from morphine. In its pure form may bring a price of $13,000 per "kilo." Drug is physically and psychologically addicting. Withdrawal is painful, lasting from 4 to 7 days or longer. Overdose may cause death.
L.S.D.	(Hallucinogen) (Lysergic acid diethylamide tartrate) "Acid" One of the most powerful drugs known. The usual dosage (often in sugar cubes) is 1/5 to 1/30 millionth of an oz. It may distort perception, time, and truth; intensify sensations, and create illusions. Mental flash-backs may occur long after its use.
Marihuana	(Hallucinogen) "Reefers" -- "Muggles" -- "Grass" -- "Hay" -- "Jive" -- "Pot" -- "Charge." This drug comes from the female Indian hemp plant. It alters perception, impairs judgment and releases inhibitions. It causes emotional not physical dependence. It may be smoked or eaten, effects last 1-6 hours.
Methadone	(Narcotic) "Dolly" Used to block craving for opiate drugs. Using this drug as a possible cure for narcotic addicts is controversial, due to possible addiction to methadone.

Morphine	(Narcotic) "Miss Emma," "Junk," "Stuff," "Dope." It is a white substance derived from opium. Acts as a painkiller. Overdose may cause death. Constant use may cause death. Constant use may cause constipation and urinary retention. Lasts about 4 hours. Named after Greek God Morpheus.
Opium	(Narcotic) Produced from the dried coagulated milk of the unripe opium poppy pod. Heroin and morphine are its extracts. Opium is used to relieve pain and diarrhea.
Phenobarbital	(Depressant) "Barbs" "Goofballs." Medically used as a sedative, to induce sleep, aid nerves, and some types of mental disorders. When mixed with alcohol, death may occur.
S.T.P.	(Hallucinogen) D.O.M. Serenity, Tranquility, Peace. First used to aid mental illness. Trips last longer than LSD. Taken orally causes trembling and disorientation.

Types of Drugs

Depressant	lowers the rate of muscular or nervous activity
Narcotic	any drug that induces profound sleep, lethargy and relief of pain. It is usually an opiate.
Stimulant	anything that stimulates; in medicine and physiology, any drug etc. that temporarily increases the activity of some vital process or of some organ.
Hallucinogen	a drug or other substance that produces hallucinations (sights, sounds, etc. that are not actually present).

DRUG JARGON

There is a special language in the world of drug abuse. This list contains terms and expressions used by those who live outside the law. It is the jargon of the drug abuser and may be a tip-off to his pre-occupation with drugs.

There are many variations in this language especially as one moves from one section of the nation to another. In addition, it is a language which changes frequently, both in nuance and in terms. Quite often, the language of drug abuse is used as a contemporary slang by non-abusers particularly teenagers and young adults. For this reason, use of many of these terms cannot be considered evidence of drug abuse.

What follows is a compilation from several sources (students, drug abusers, and the police); it is not at all inclusive, but is is indicative of what is being said in the schools and "on the street."

Acid	LSD
Bag	a container of drugs
Bagman	a drug supplier
Bang	to inject drugs
Big John	the police
Blasted	under the influence of drugs
Blow a stick	smoke a marihauana cigarette
Boxed	in jail
Bread	money
Bull	a federal narcotic agent, a police officer
Busted	arrested
candy	barbiturates
cap	a container of drugs
champ	a drug abuser who won't reveal his supplier
charged up	under the influence of drugs
chippy	an abuser taking a small amount of drugs
clear up	to withdraw from drugs
coasting	under the influence of drugs
cold turkey	sudden drug withdrawal
connect	to purchase drugs
cop	to purchase drugs
cop-out	to alibi, confess
dealer	a drug supplier
deck	a small packet of drugs
Dime bag	a ten dollar purchase of narcotics

domino	to purchase drugs
dope	any narcotic
dropped	arrested
dust	cocaine
erb	marihuana
factory	equipment for injecting drugs
fix	an injection of narcotics
flea powder	poor quality narcotics
floating	under the influence of drugs
fresh and sweet	out of jail
fuzz	the police
geetis	money
geezer	a narcotic injection
gold dust	cocaine
goods	narcotics
goofballs	barbiturates
grass	marihuana
gun	a hypodermic needle
h-	heroin
hang-up	a personal problem
hard stuff	morphine, cocaine or heroin
harry	heroine
hay	marihuana
Heat	the police
Hemp	marihuana
high	under the influence of drugs
hit	to purchase drugs, an arrest
Hooked	addicted
hophead	a narcotic addict
horse	heroin
hot	wanted by the police
hot shot	a fatal dosage
hype	a narcotic addict
Ice cream habit	a small, irregular habit
Job	to inject drugs
jive	marihuana
joint	a marihuana cigarette
Joy powder	heroin
junk	narcotics
junkie	a narcotic addict
kick	to abandon a habit
Lipton tea	poor quality narcotics
locoweed	marihuana

mainline	to inject drugs directly into a vein
make a buy	to purchase drugs
man	the police
manicure	high grade marihuana
Mary Jane	marihuana
nickel bag	a five dollar purchase of drugs
On the nod	under the influence of drugs
on the street	out of jail
peanuts	barbiturates
pop	to inject drugs
pot	marihuana
reefer	a marihuana cigarette
roach	the butt of a marihuana cigarette
roses	Benzedrine tablets
Sam	Federal narcotics agents
slammed	in jail
snow	cocaine
square	a non-addict
sugar	powdered narcotics
swingman	a drug supplier
Texas tea	marihuana
Trip, tripping	being high on hallucinogens, i.e., LSD
turned off	withdrawn from drugs
turned on	under the influence of drugs
uncle	Federal narcotic agent
Washed up	withdrawn from drugs
wasted	under the influence of drugs
weed	marihuana
weekend habit	a small, irregular drug habit
whiskers	Federal narcotic agents

Federal Laws for Drug Control

1914 Harrison Act

First Federal legislation to regulate and control the sale, importation, purchase, production, or free distribution of opium or drugs that are obtained from opium.

1922 Narcotic Drugs Import and Export Act

Act intended to eliminate the use of narcotics in this country except for legitimate purposes.

1937 Marijuana Tax Act

Provided controls similar to the Harrison Act, except concerning marijuana.

1942 Opium Poppy Control Act

Prohibits the growing of opium poppies in the U.S. except under license.

1951 Boggs Act

Created mandatory, severe penalties for conviction on narcotics charges.

1956 Narcotics Control Act

Legislation intended to impose very severe penalties for those convicted on narcotics or marijuana charges.

1965 Drug Abuse Act

Adopts strict controls over depressants, stimulants, L.S.D., and similar substances with provisions to add new substances as the need arises.

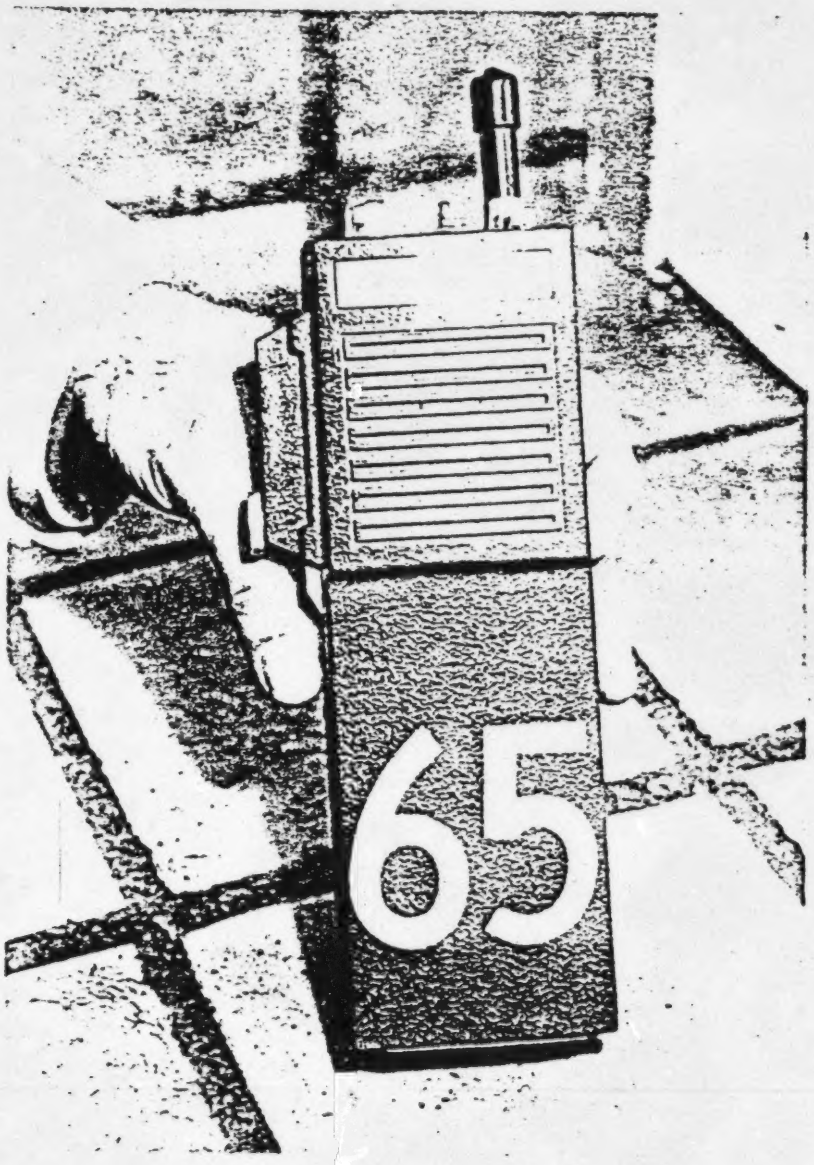
APPENDIX M

SECURITY EQUIPMENT

An officer easily uses the base-repeater system in the Security office. The set is valued at $2,000.00
(Posed picture)

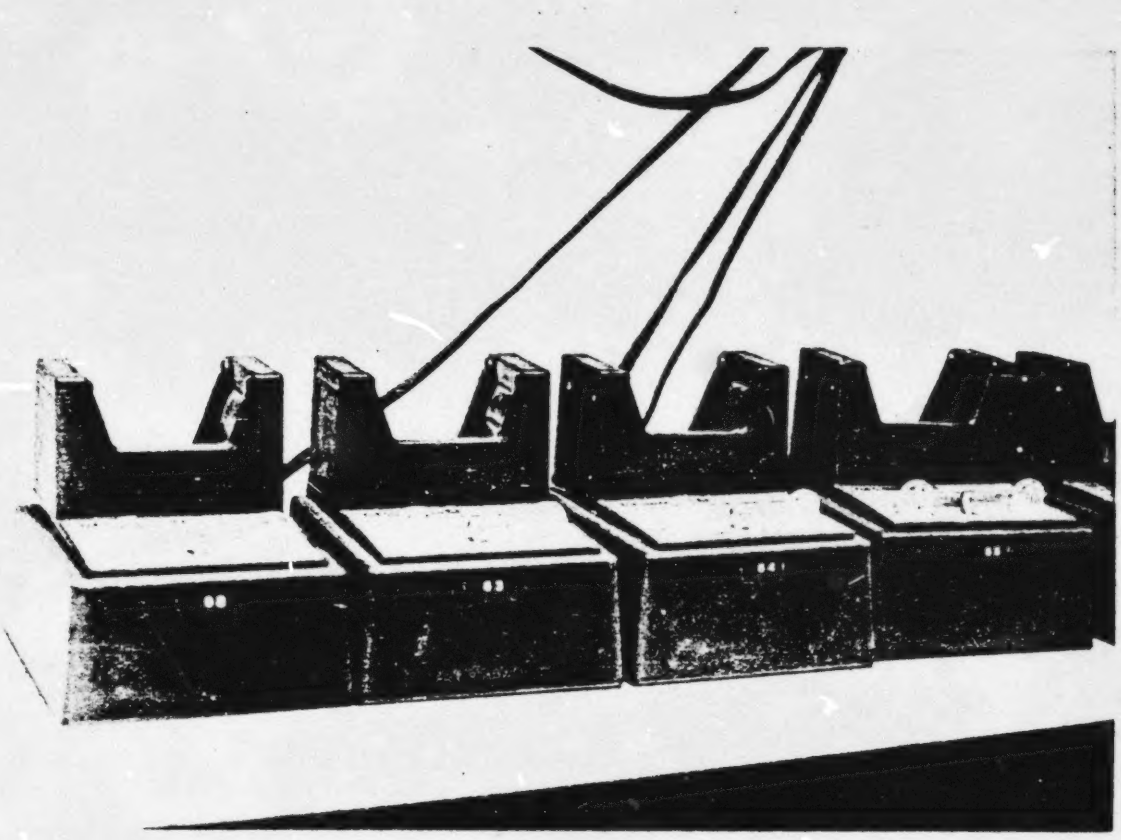
The secretary in the school's main office can quickly summon security by means of the radiophone and quickly dispatch security to any school location.

(Posed picture)

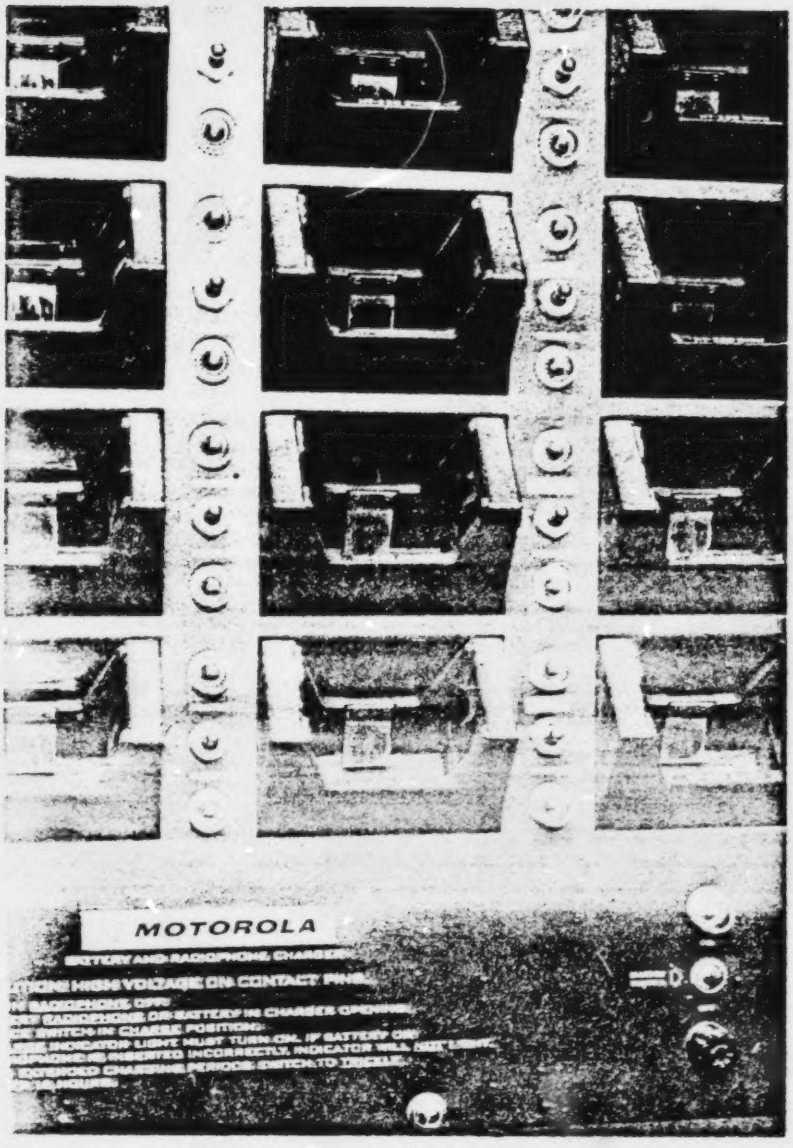


The walkie-talkie used by Security officers is valued at $1,400.00 each. It is capable of a 40 mile range. Each piece is numbered and assigned to a specific officer.
(Posed picture)

211



These are individual rechargers for walkie-talkies. Each unit is valued at $35.00 each. (Posed picture)



This is a recharging rack for walkie-talkies. It has a capacity for 12 units and is valued at $300.00.

(Posed picture)

APPENDIX N

QUESTIONNAIRES

DO NOT SIGN YOUR NAME PLEASE ANSWER ALL QUESTIONS.

QUESTIONNAIRE--SECURITY

1. Do you approve the idea of a training program for security officers?
2. Would you like to have a part in planning the program?
3. Do you think there is a real need for security training?
4. What do you think a good security program can do for the school?
5. Do you think the school has enough officers?
6. Do you think officers are paid a fair salary?
7. Do you think the requirements for being a security officer should be changed?
8. Do you think that officers are generally doing a good job?
9. Do you think a training program can cut down on school infractions and crime?
10. Should officers were some kind of uniform?
11. Should officers have the power of arrest?
12. Should officers carry some kind of weapon such as a night stick or gun?
13. Do you see a change in the better in your relationships with students since you started in this position? With staff?

You may use the other side of this sheet if you need more room in answering these questions.

DO NOT SIGN YOUR NAME. PLEASE ANSWER ALL QUESTIONS.

QUESTIONNAIRE--STUDENTS AND STAFF

TRENTON HIGH SCHOOL

1. Do you think that Security Officers should receive some kind of special training?
2. What points or subjects do you think should be included in this program?
3. Do you think Trenton High has enough officers?
4. Should officers have the power of arrest?
5. Should officers carry a weapon?
6. Should officers wear some kind of uniform?
7. What do you think a good security training program could do for the school?
8. What do you believe was wrong with the former security force?
9. What do you believe is good with the security force?
10. Do you think that guards are generally doing a good job?
11. Do you think that a good security program would cut down on school infractions and crime?
12. Should the standards be raised for becoming security guards?
13. What do you really believe the job of a security guard is?
14. What is the biggest change you have seen with the security force?

You may use the other side of this sheet if you need room in answering these questions.

DO NOT SIGN YOUR NAME. PLEASE ANSWER ALL QUESTIONS.

QUESTIONNAIRE--STUDENTS AND STAFF

SCHOOL 'B'

1. Do you think that security officers should receive some kind of special training?
2. What points or subjects should be included in the program?
3. Do you think the school has enough officers?
4. Should officers have the power of arrest?
5. Should officers carry a weapon?
6. Should officers wear some kind of uniform?
7. What do you think a good training program could do for the school?
8. What do you believe is wrong with the security force?
9. What do you believe is good with the security force?
10. Do you think that officers are generally doing a good job?
11. Do you think that a good security program would cut down on school infractions and crime?
12. Should the standards be raised for becoming security officers?
13. What do you really believe the job of a security officer is?
14. What would be the biggest change you would like to see with the security force?

You may use the other side of this sheet if you need more room in answering these questions.

APPENDIX O

Infraction	Effort to Effect Positive Behavior
1. Possession, use or sale of a narcotic drug or controlled dangerous substance as defined in Appendix I.	1. Conference, suspension, notification of police and recommendation as to disciplinary action by the Board.
2. Possession or use of a weapon as defined in Appendix II.	2. Conference, suspension, notification of police and recommendation as to disciplinary action by the Board.
3. Continued and wilful disobedience or open defiance of the authority of any teacher or person having authority over the pupil, or the habitual use of profane or obscene language.	3. Conference, suspension and recommendation as to disciplinary action by the Board.
4. Verbal assault which is intended to incite, intimidate, or abuse a person or persons.	4. Conference and/or suspension and/or recommendation as to disciplinary action by the Board.
5. Taking or attempting to take personal or other property by force or fear (i.e., extortion or shakedown).	5. Conference, suspension, notification of police, and recommendation as to disciplinary action by the Board.
6. Assault and battery.	6. Conference, suspension, notification of police depending upon severity of assault, and recommendation as to disciplinary action by the Board.
7. Throwing or projecting dangerous objects.	7. Conference, suspension, notification of police depending upon severity of offense, and recommendation as to disciplinary action by the Board.
8. Conduct of such character as to constitute a continuing danger to the physical well-being of other pupils or staff members.	8. Conference, suspension and recommendation as to disciplinary action by the Board.
9. Arson or burning, or attempting arson or attempting burning.	9. Conference, suspension, notification of police and recommendation as to disciplinary action by the Board.
10. Defacing, destroying or damaging school property.	10. Conference, suspension, notification of police depending upon the severity of the offense, recommendation as to disciplinary action by the Board, and parents and student to be held liable for damages under N.J.S.A. 18A:37-3.

Infraction	Effort to Effect Positive Behavior
11. Incitement which is intended to and does result in unauthorized occupation by any pupil or group of pupils of any part of the school or other facility owned by any school district.	11. Conference, suspension and recommendation as to disciplinary action by the Board.
12. Participating in an unauthorized occupation individually or in a group of pupils of any part of any school or other building owned by any school district and failure to leave such school or other facility promptly upon request.	12. Conference, suspension and recommendation as to disciplinary action by the Board.
13. Participating in walk-outs, sit-ins, and other unauthorized gatherings.	13. Conference, suspension and recommendation as to disciplinary action by the Board.
14. Fighting.	14. Conference and/or three days suspension, and/or recommendation as to disciplinary action by the Board.
15. Breaking and/or entering.	15. Conference, suspension, notification of police, recommendation as to disciplinary action by the Board.
16. Stealing.	16. Conference, suspension, notification of police, depending on severity of offense, and recommendation as to disciplinary action by the Board.
17. Cutting class and/or homeroom.	17. Conference and/or detention. Repeated offense: up to 4 days suspension. No credit for course when absences total 30% of a rating period. When half of a student's courses are so affected, transfer to evening school or to parallel institution.
18. Smoking in an unauthorized area or at an unauthorized time.	18. Conference and/or detention and/or up to three days suspension.
19. Illegal possession of forged school forms.	19. Teacher and/or disciplinary action, up to three days suspension and/or recommendation as to disciplinary action by the Board, depending on the severity of the offense.
20. Disobedience (but not continued and wilful disobedience).	20. Conference and/or three days suspension.

Infraction	Effort to Effect Positive Behavior
21. Use or possession of alcoholic beverages.	21. Conference, suspension, notification of police if student is under 18 years of age, and recommendation as to disciplinary action by the Board.
22. Gambling or possession of gambling paraphernalia.	22. Conference, suspension, notification of police depending upon severity of offense and recommendation as to further action by the Board.
23. Possession or sale of pornography.	23. Conference, suspension and recommendation as to disciplinary action by the Board.
24. Soliciting, procuring, or engaging in prostitution.	24. Conference, suspension, notification of police and recommendation as to disciplinary action by the Board.
25. Cutting teacher's detention.	25. Report to disciplinarian and his detention.
25. Cutting disciplinarian's detention.	26. Conference and/or suspension.
27. Excessive unexcused tardiness to school.	27. Conference and/or three days suspension.
28. Leaving premises without permission.	28. Conference and/or two days suspension.
29. Unauthorized presence on school premises while under suspension.	29. Continuation of suspension, notification of police, and recommendation as to disciplinary action by the Board.
30. Dissemination, printing or posting unauthorized literature, signs or posters.	30. Conference and/or five days suspension.
31. Excessive tardiness to class.	31. Teacher action. For repeated infraction, conference, and/or three days suspension.
32. In school while on absentee list.	32. Conference and/or suspension and/or recommendation as to disciplinary action by the Board.

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